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ABSTRACT

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center (ACCC) of Oakland University in Rochester, Michigan, during its 8th year of operation (September 1990-June 1991). A history of the development of the ACCC and computer-assisted career guidance programs at Oakland University, a description of the mission of the center, and a description of the center itself, make up the report's first three sections. These are followed by descriptions of five computer-assisted career guidance systems: (1) Discover for Adults; (2) System of Interactive Guidance and Information Plus (SIGI PLUS); (3) Michigan Occupational Information System; (4) Resume Expert; and (5) a review of RAVE (the Realistic Assessment of Vocational Experiences). The final sections provide information on client demographics, in-service training, public relations, coordination with the Practicum Counseling Center, research activities and future plans for the ACCC. Results of a follow-up study on clients, a report on the Pontiac Adult Career Counseling Center, information on auxiliary grant-supported services, an Adult Career Counseling Center resource list, and a brochure describing career counseling and information resources at Oakland University are appended. (NB)

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ADULT CAREER COUNSELING CENTER

EIGHTH ANNUAL REPORT

SEPTEMBER 1990 - JUNE 1991

Computer Assisted Career Guidance Systems and Career Counseling Services

Adult Career Counseling Center
Dr. Howard Splete, Director

Coordinators
Christy DeGrendel
Michael Han
Lucille Kus
Michael Strobel

U.S. DEPARTMENT OF EDUCATION
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ADULT CAREER COUNSELING CENTER

SEVENTH ANNUAL REPORT

September 1990 - June 1991

Computer-Assisted Career Guidance Systems
and
Career Counseling Services

Oakland University
Rochester, Michigan

Dr. Howard Splete
Director, Adult Career Counseling Center

Edited by:
Michael Strobel
Graduate Assistant, Adult Career Counseling Center

ACKNOWLEDGEMENTS

Administrators at Oakland University have been very supportive during the inception, development and continuing implementation of the computer-assisted career guidance services. Special recognition is given to President Joseph Champagne, Provost Keith Kleckner and Dean Gerald Pine for their encouragement and support.

The Oakland University Adult Career Counseling Committee has been highly supportive in the development of the ACCC and its programs. Members of this committee during the past year were Roxanne Allen, Virginia Allen, Patrick Bennett, Elyce Cron, Jane Goodman, Pamela Marin, David Meyer, Karen Pagenette, and Robert Thomas. The committee's involvement and suggestions have been and continue to be most helpful.

The supportive efforts of the Counseling Department faculty and staff have greatly aided the ACCC program. We acknowledge the support of Dr. Robert Brown, Counseling Department Chair, and Elyce Cron, Practicum Counseling Center Coordinator.

Excellent work was done by the ACCC counselors, Christy DeGrendel, Michael Han, Lucille Kus and Michael Strobel. We also recognize the reliable assistance of Kris Taylor.

Additionally, Gerald Joswiak of the Oakland University Computer Center provided continued support and technical assistance.

CONTENTS

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center of Oakland University during its eighth year of operation (September 1990 - June 1991).

This report includes the following:

I. History of the development of the Adult Career Counseling Center and computer-assisted career guidance programs at Oakland University. Pg. 1

II. Mission of the Adult Career Counseling Center. Pg. 3

III. Description of the Adult Career Counseling Center. Pg. 5

IV. Description of the computer-assisted career guidance systems.

A. Discover for Adults Pg. 7
B. System of Interactive Guidance and Information Plus (SIGI PLUS). Pg. 9
C. Michigan Occupational Information System (MOIS). Pg. 10
D. Resume Expert. Pg. 11
E. Review of RAVE. Pg. 12

V. Client demographic information. Pg. 13

VI. In-service training. Pg. 25

VII. Public Relations. Pg. 26

VIII. Coordination with Practicum Counseling Center. Pg. 28

IX. Research.

A. Past research supported by ACCC. Pg. 29
B. Current research at ACCC.
1. ACCC Follow Up Client Evaluation. Pg. 32
2. Why Women In the Work Force Seek Mid-Career Changes. Pg. 34
3. Exit Check List Results for ACCC Clients. Pg. 35

Contents cont.

	C. Ongoing research.		
	1. Familial Influences in Career Choice Among Korean and Chinese Strudents.	Pg.	38
	2. The Effects of Underemployment on Self-esteem.	Pg.	39
X.	Future plans for the ACCC	Pg.	40
Appendix A:	Results of follow-up study on ACCC clients.	Pg.	42
Appendix B:	Report on Pontiac Adult Career Counseling Center	Pg.	58
Appendix C:	Auxiliary grant - supported services		
	A. Academic Services and General Studies	Pg.	61
	B. Continuum Center	Pg.	63
Appendix D:	Adult Career Counseling Center resource list	Pg.	65
Appendix E:	Career counseling and information resources at Oakland University	Pg.	82

HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER & COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training employed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five DISCOVER II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (one DISCOVER II and the SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four DISCOVER II systems were allocated to the School of Human and Educational Services (SHES) to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, the committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Department, Chair)--planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff and student assistants. With the support of Gerald Pine, Dean of the School of Human and Educational Services, the Adult Career Counseling Center (ACCC) was established and located in room 147 of O'Dowd Hall. The ACCC was opened for public use in January 1983.

In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition. In

1986, a second DISCOVER for Adult Learners replaced a DISCOVER II system, as its use was more appropriate for ACCC clients.

In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. The SIGI program used at the Office of Academic Advising and General Studies was upgraded to the newer SIGI PLUS version. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients.

In 1989, we added two new software resources-OPTIM (Occupational Projections and Training Information for Michigan) and the Resume Kit.

After a year of planning, we expanded our services to the Pontiac community through the establishment of the Pontiac Adult Career Counseling Center. This center was developed in collaboration with Oakland Community College and is staffed by Oakland University and Oakland Community College counselors. The center opened on February 25, 1991 and by June 14th, 92 clients had received 256 hours of career counseling services. A summary report of the Pontiac Adult Career Counseling Center is in Appendix B.

The Adult Career Counseling Center has provided service to over 7,300 community adults since its beginning in 1982. We plan to continually improve our efforts in aiding the career development of our clients.

MISSION OF THE ADULT CAREER COUNSELING CENTER

Mission Statement

1. Career exploration and planning opportunities to community adults at no charge.

2. Training of faculty, staff, and students in the use of career guidance practices for adults.

3. Support for research efforts in promoting effective career guidance practices for adults.

Goal I:

Providing Career exploration and planning opportunities to community adults at no charge.

Objectives	Activities
A. To aid clients in self analysis relating to their interests, values, abilities, and experiences.	Use of DISCOVER, SIGI PLUS
B. To provide job descriptions pertaining to careers of interest, such as salary ranges, job growth, and work settings.	Use of DISCOVER, SIGI PLUS, MOIS, OOH, etc.
C. Aiding in the process of taking the next step, including school selection, resumes, and interview skills.	Counseling Sessions

Goal II:

Training of faculty, staff, and students in the use of career guidance practices for adults.

Objective	Activities
A. Train faculty and staff	Conduct periodic in-service sessions.

Goal II cont.

Objective	Activities
B. Train students	Through assignments in CNS 640 & 664.
C. Train area counselors	Through in-service sessions.

Goal III.

Supporting research efforts in promoting effective career guidance practices for adults.

Objectives	Activities
A. Support Masters level research activities.	ACCC counselors conduct research. CNS 660 projects supported.
B. Support Doctoral research activities	Provide facilities and support to research.

DESCRIPTION OF
THE ADULT CAREER COUNSELING CENTER

A. Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, counseling, education in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

Two career guidance programs -- DISCOVER for Adults and SIGI PLUS -- are available on micro-computers at the ACCC. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations or educational and training opportunities. The Michigan Occupational Information System is also available on micro-computer for clients seeking specific career information.

Additional appointments can be made with counselors through the Practicum Counseling Center for clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients have access to printed resources in the ACCC, including: Course catalogs from educational institutions in Michigan, career information books (i.e., Dictionary of Occupational Titles) and practical books concerning the process involved in the career search, as What Color is Your Parachute? A complete list of ACCC resources is given in Appendix D.

B. Counseling Process

The process used at the ACCC is as follows:

1. ACCC clients schedule one appointment for a two hour time allotment.
2. At this appointment, the counselor gathers background data and conducts a short intake interview to establish the client's purpose for using the system.
3. After providing an overview of the computer program the client uses DISCOVER for Adults. Clients may supplement their exploration with SIGI PLUS use as needed.
4. Assistance to the client is provided when necessary.

5. At the completion of the client's visit, the counselor conducts a short exit interview to determine what the client's next steps will be. Additional appointments may be scheduled for computer use, job skills training or resume preparation, as appropriate. Referral may be made to the Practicum Counseling Center, or other university and community resources.

DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS

A. DISCOVER for Adults

The Adult Career Counseling Center offered the 1990 version of DISCOVER FOR ADULTS, a computer-based career planning and information system. DISCOVER is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER FOR ADULTS in conjunction with counselor assistance.

There are two ways to use DISCOVER: The "information only" approach or the "guidance plus information" approach. The "guidance plus information" approach is a comprehensive, integrated career planning process that can be learned and used many times in one's lifetime, while the "information only" approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the "guidance plus" approach, a "user record" is created as the client progresses through the nine modules. A paper copy of the text on the computer screen can be printed at any time. The nine modules are described below:

Module 1: BEGINNING THE CAREER JOURNEY

- Begin exploration
- Determine knowledge of career planning process
- Receive suggestions on which modules to use

Module 2: LEARNING ABOUT THE WORLD OF WORK

- Explore the World-of-work map featuring 13,000 occupations
- Browse programs of study and occupations by categories

Module 3: LEARNING ABOUT YOURSELF

- Increase self-understanding by completing inventories of interests, abilities, experiences and values

Module 4: FINDING OCCUPATIONS

- Choose a realistic educational level
- Get a list of occupations by completed inventory (s)

Module 4 (cont.)

- Get a list by choosing eight job characteristics
- Ask about specific occupations not listed on prior lists

Module 5: LEARNING ABOUT OCCUPATIONS

- Choose occupations to look at
- Have computer shorten occupational list
- Get detailed information on 15 topics concerning each occupation

Module 6: MAKING EDUCATIONAL CHOICES

- Identify paths of training
- Identify programs of study

Module 7: PLANNING NEXT STEPS

- Find detailed information about vocational schools, two and four year colleges, graduate schools and military programs
- Identify sources of financial aid
- Learn job seeking skills: create a resume, cover letter and job application

Module 8: PLANNING YOUR CAREER

- Look at present life roles
- Decide how these life roles may change in the future
- Plan action steps toward your future career

Module 9: MAKING TRANSITIONS

- Understand the nature and impact of transitions
- Learn to weather a transition with minimal stress

B. SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION PLUS (SIGI PLUS)

SIGI PLUS is an advance career guidance system which covers major aspects of career decision-making and planning. It is a system composed of eight separate but interrelated sections. In the new 1990 version, a "user record" is created and job outlook information has been updated for all occupations. It contains sections:

1. SELF-ASSESSMENT: FIND OUT MORE ABOUT YOURSELF

   - Look at work related values and decide what is most important for you
   - Choose the main INTEREST field you want to use at work
   - Look at various ACTIVITIES and decide which ones you like and can do well

2. SEARCH: MAKE A LIST OF OCCUPATIONS TO EXPLORE

   - Choose features you want in your work
   - Choose features you want to avoid in your work
   - Assemble a list of occupations

3. INFORMATION: GET FACTS ON OCCUPATIONS

   - Ask specific questions about occupations, including:
     - What skills each occupation requires
     - Possibilities for advancement in the field
     - What the income potential is
     - The national employment outlook in the field
     - What the education requirements are

4. SKILLS: SEE WHAT SKILLS EACH OCCUPATION DEMANDS

   - See specific and managerial skills required
   - Rate yourself on these skills
   - See how job skills are applied in chosen fields

5. PREPARING: SEE HOW TO PREPARE FOR EACH OCCUPATION

   - See typical paths to any occupation
   - See typical training or education needed
   - Consider four important factors related to preparing
   - Estimate your likelihood of completing preparation

6. COPING: GET HELP WITH PRACTICAL PROBLEMS

   - Explore if you can do what is required
   - Get suggestions about how to handle worries common to adults

7. DECIDING: DECIDE WHICH OCCUPATION IS YOUR BEST CHOICE

   - Ask questions about three occupations at a time.
     - What are the rewards?
     - What are my chances?

8. NEXT STEPS: MAKE PLANS TO GET YOURSELF STARTED

   - Start moving toward your career goals by planning short term strategies such as:
     - Getting more education or training
     - Developing new skills
     - Overcoming obstacles

C. <u>MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)</u>

MOIS is an up-to-date and easy to use system of occupational and educational information specifically for the state of Michigan.

<u>Specific individuals who may benefit from MOIS include:</u>

- Those wanting detailed information on occupations and training in Michigan.
- Persons undecided about their future.
- Homemakers reentering the work force.
- Displaced workers or others searching for work opportunities.

<u>Using MOIS</u>:

1. Clients with a specific occupation in mind are directed to the individual "MOISCRIPTS" or job descriptions. MOISCRIPTS are specific for the state of Michigan and cover the following:

   - Job duties

- Working conditions
- Methods of occupational entry
- Salaries and wages
- Chances for advancement
- Employment outlook by geographical region
- Educational requirements
- Tips for finding more information

Information is also provided on EDUCATION and TRAINING that may be needed for the occupations selected. Specific education and training information is included.

2. A MOIS STRUCTURED SEARCH is also available. The search option will suggest occupations to undecided clients based on seven search areas.

   - Interests
   - Areas of work
   - Physical strengths
   - Physical capabilities
   - Working conditions
   - Education
   - Temperament

   The system evaluates client input and provides a list of job titles. Clients may explore the MOISCRIPTS for the occupations in which they are most interested.

D. Resume Expert

Resume Expert allows clients to write resumes directly on the computer. The program allows clients to input personal information, experiences, references, education, skills and interests. The program then organizes the given information into various resume styles.

Clients interested in using Resume Expert must purchase a user disk from the Placement Office in 275 Vandenberg Hall. The cost is $20.00. The user would then schedule an appointment in the ACCC for the use of our hardware in conjunction with their purchased disk. In order to print the resume, the user must take the disk back to the Placement Office.

To date, only one person has asked about and used the Resume

Expert. It is anticipated that as more people learn about this powerful program, its demand will increase.

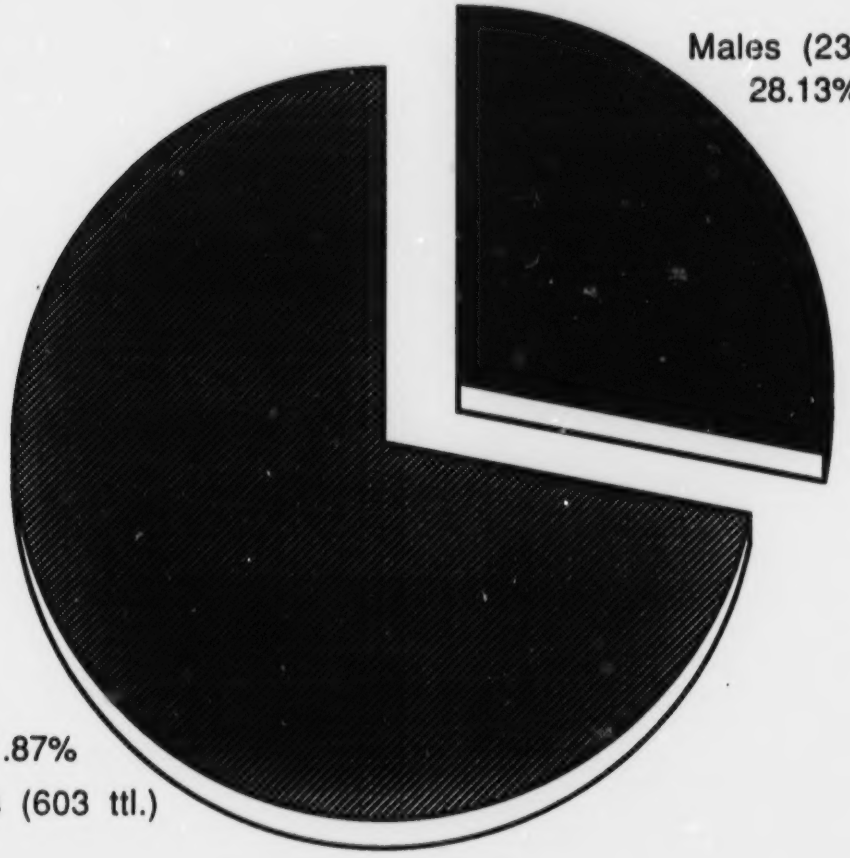
E. REALISTIC ASSESSMENT OF VOCATIONAL EXPERIENCES

As part of our ongoing review of new software for possible ACCC use, the Realistic Assessment of Vocational Experiences (RAVE), a computerized transferable skills analysis program, was reviewed by Michael Han. The system was found to be insightful and helpful in identifying transferable skills. Draw backs of the program were that it is not user friendly and its cost. Because it is not user friendly, it necessitates that the counselor work hand-in-hand with the client on the program, tying them down for the entire session. The cost is a big negative; the program costs from $2895.00 to $3295.00 annually. Thus for the purposes of the ACCC, it was determined that although transferable skills analysis would be desirable, RAVE would not be cost effective.

CLIENT DEMOGRAPHICS

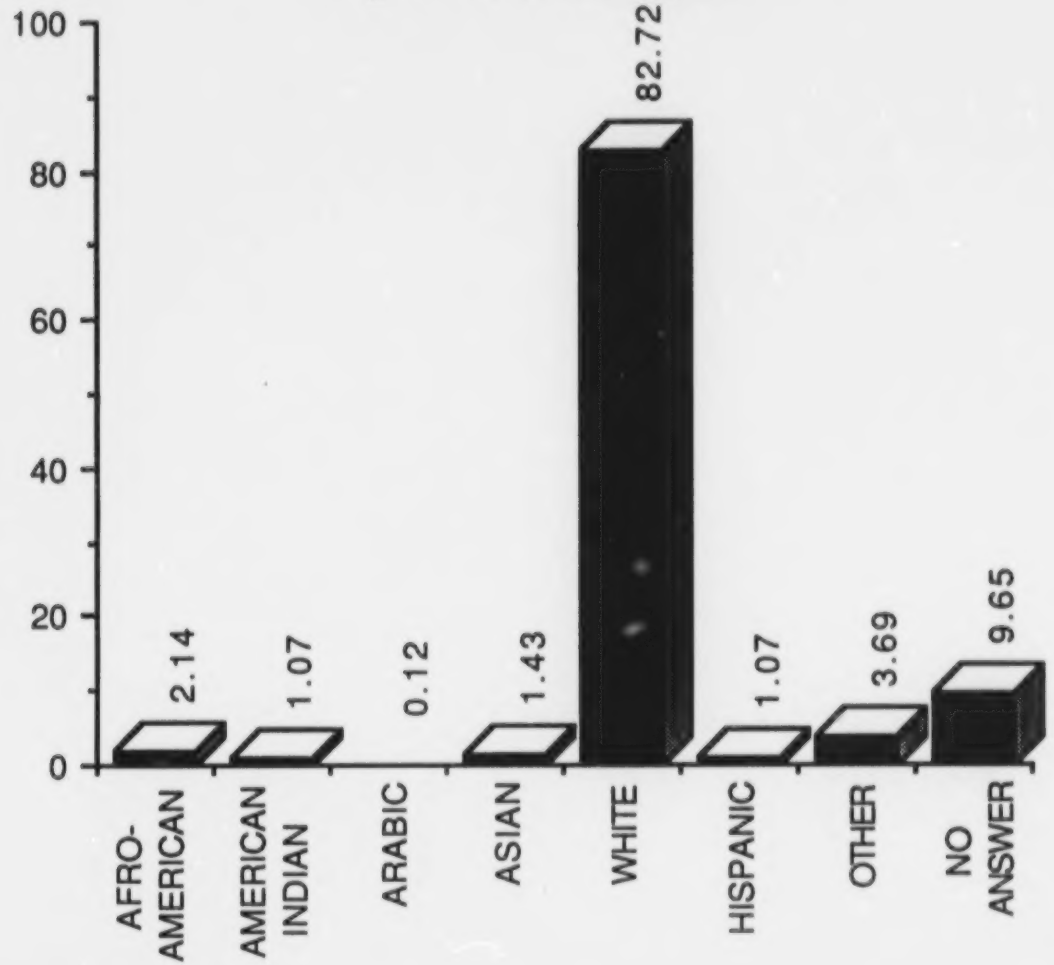
At the ACCC, each new client is asked to fill out a user questionaire. This questionaire provides us not only with demographics of our client population but, also gives the counselor a base from which to begin the intake interview. This demographic information is updated on a monthly basis from September to June. For the purposes of this report, only the total figures will be provided on the following graphs. The graphs provide a percentage breakdown of the client population by: Gender, age, ethnic background, geographic distribution, marital status, employment status, education level, personal and household annual income, the client's purpose for using the system, referral source, and number of repeat system users.

GENDER OF CLIENTS
By Percentages

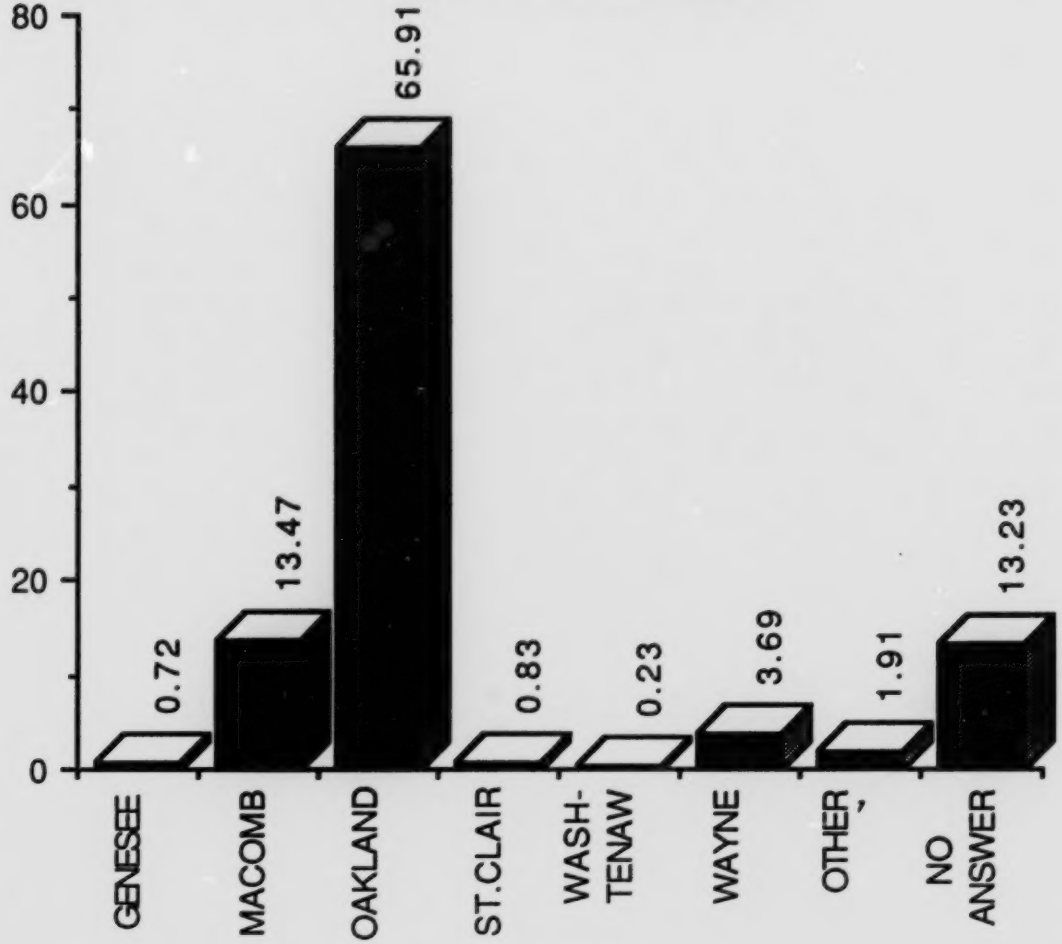


CLIENT AGE
By Percentages
percentages
30
20
10
0
4.65
14.78
18.24
22.17
17.16
9.89
4.05
1.79
7.15
14 to 19
20 to 25
26 to 31
32 to 37
38 to 43
44 to 49
50 to 55
56 plus
no answer
age ranges

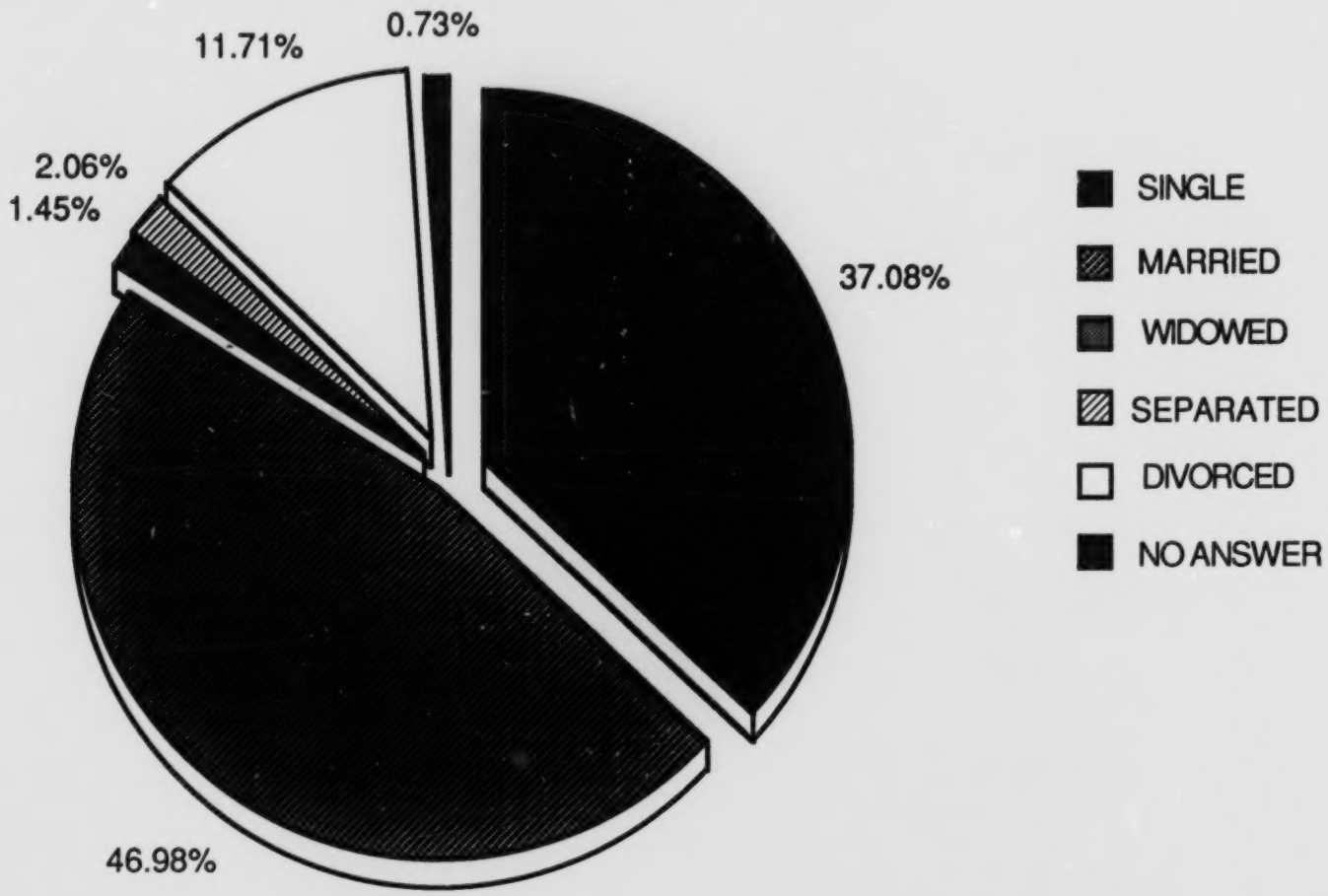
CLIENT ETHNIC BACKGROUND
By Percentages



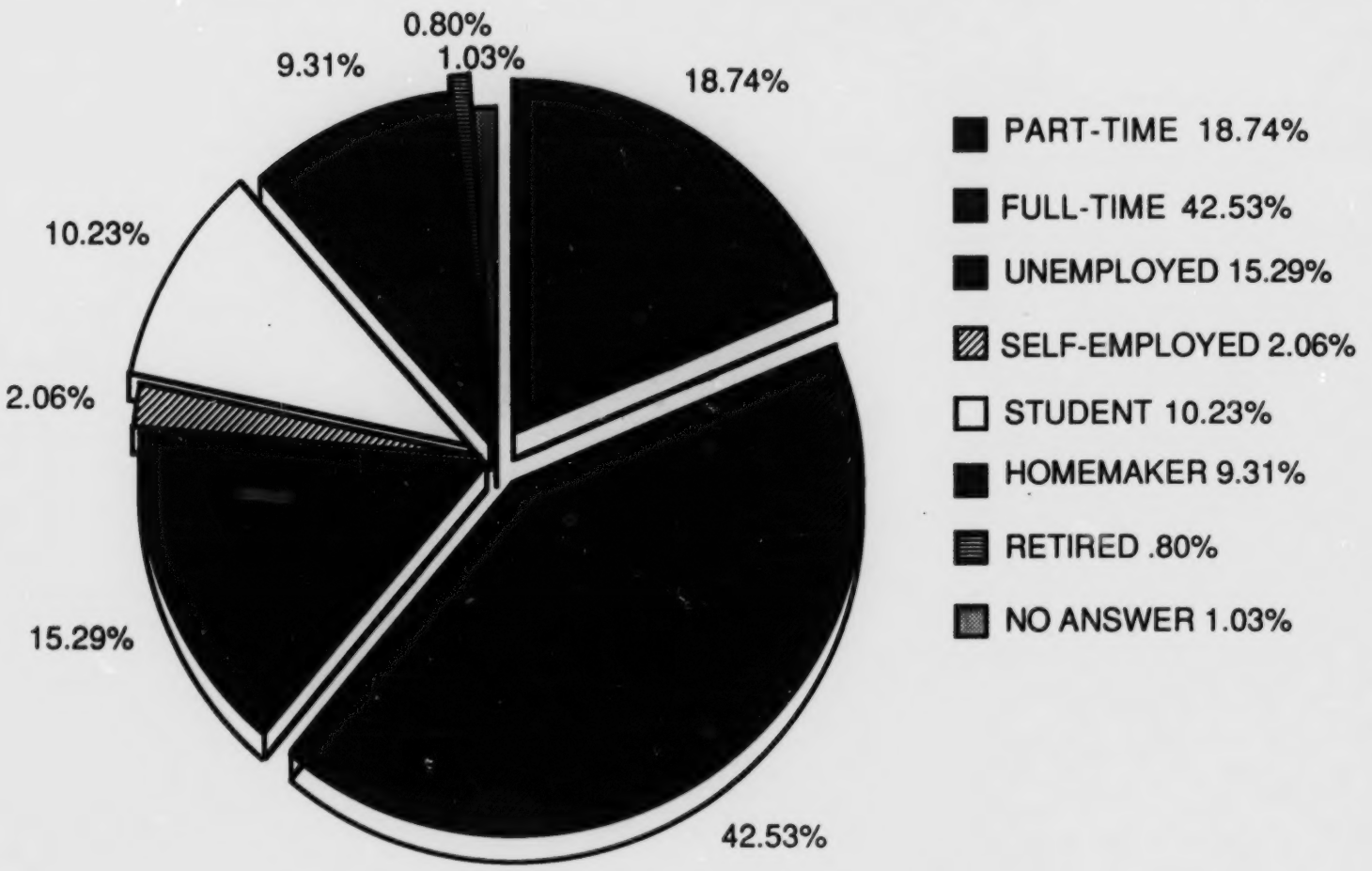
GEOGRAPHIC DISTRIBUTION OF CLIENTS
By Percentages



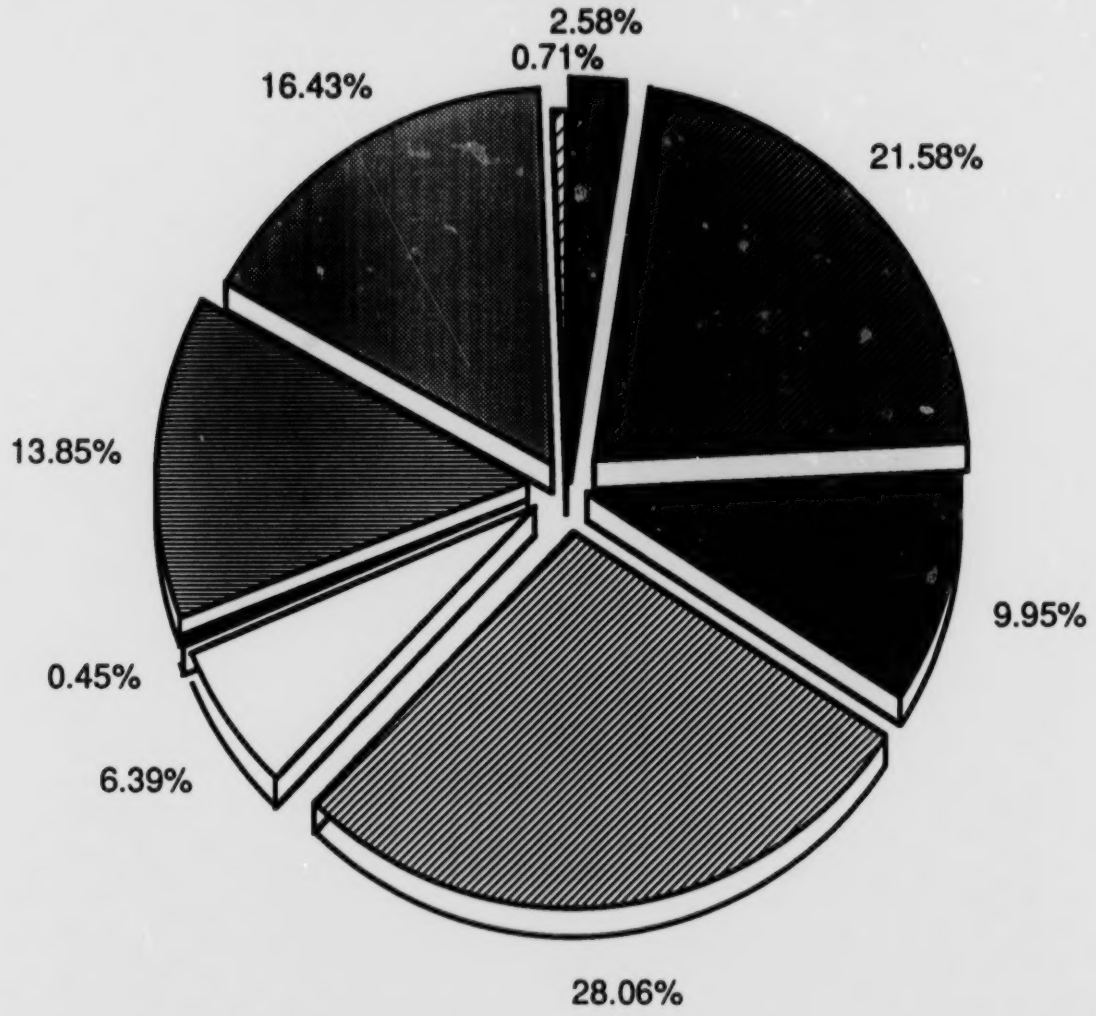
MARITAL STATUS OF CLIENTS
By Percentages



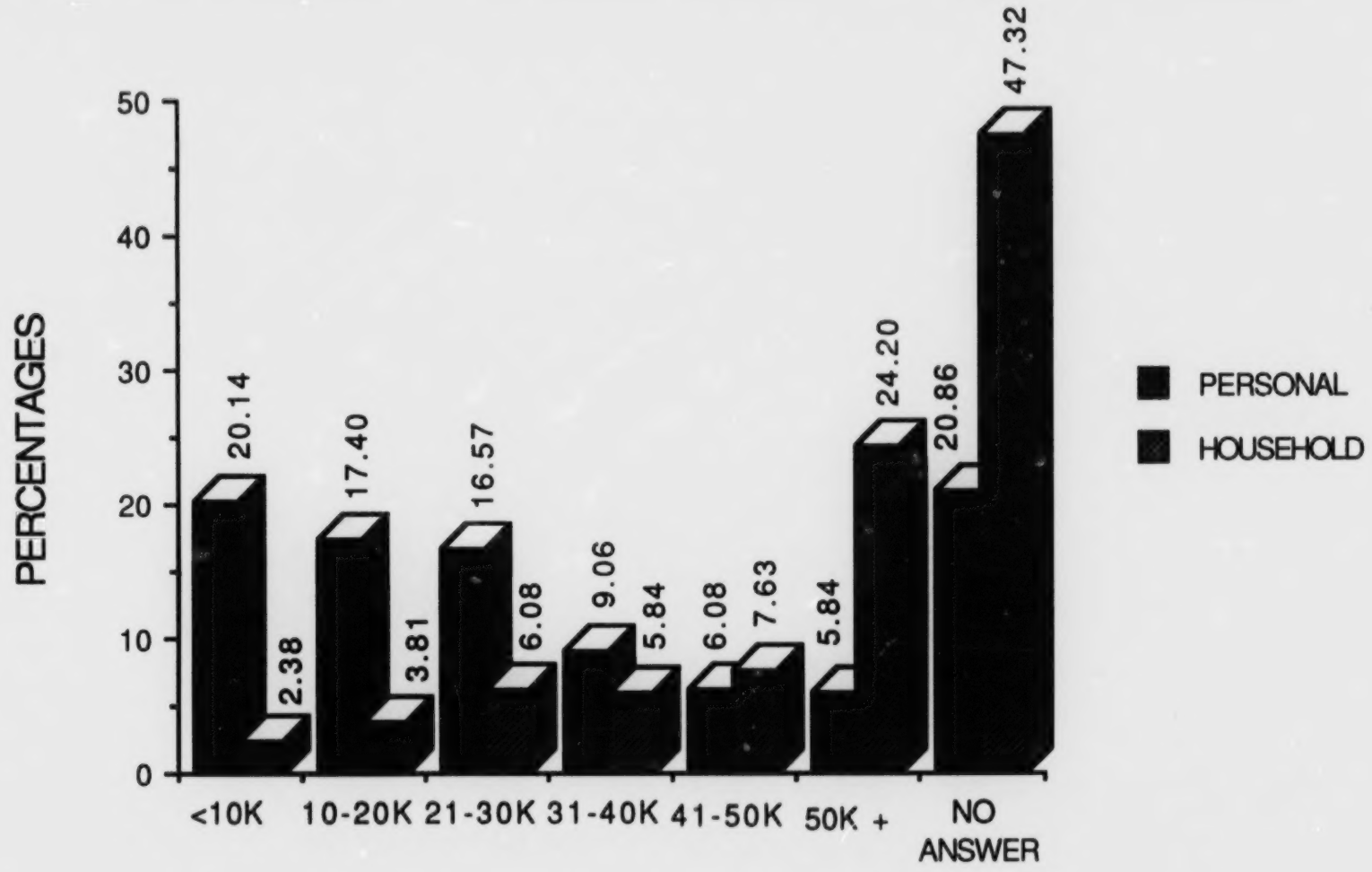
EMPLOYMENT STATUS OF CLIENTS



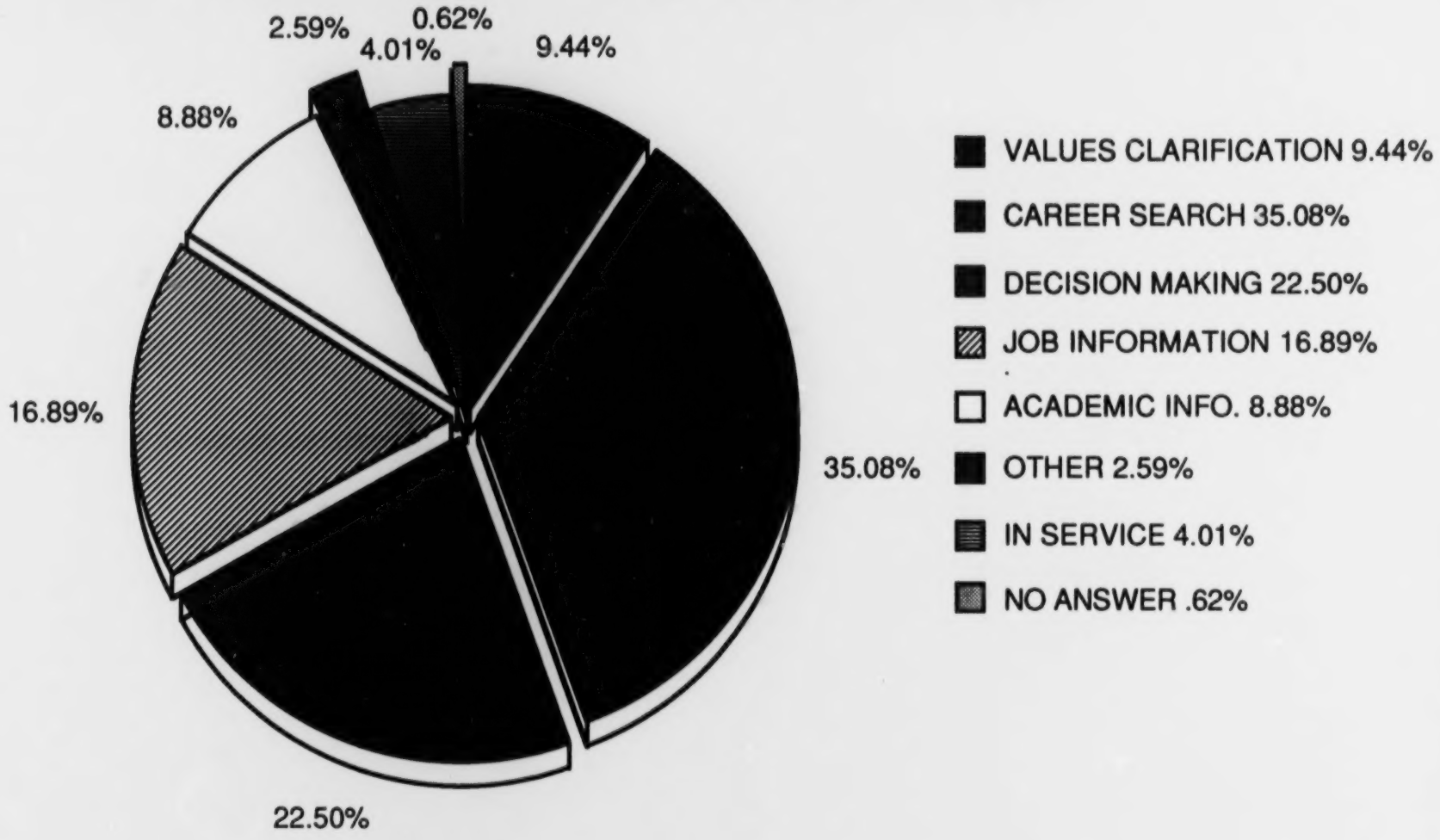
EDUCATION LEVEL



PERSONAL AND HOUSEHOLD YEARLY INCOME



PURPOSE FOR USING THE SYSTEM



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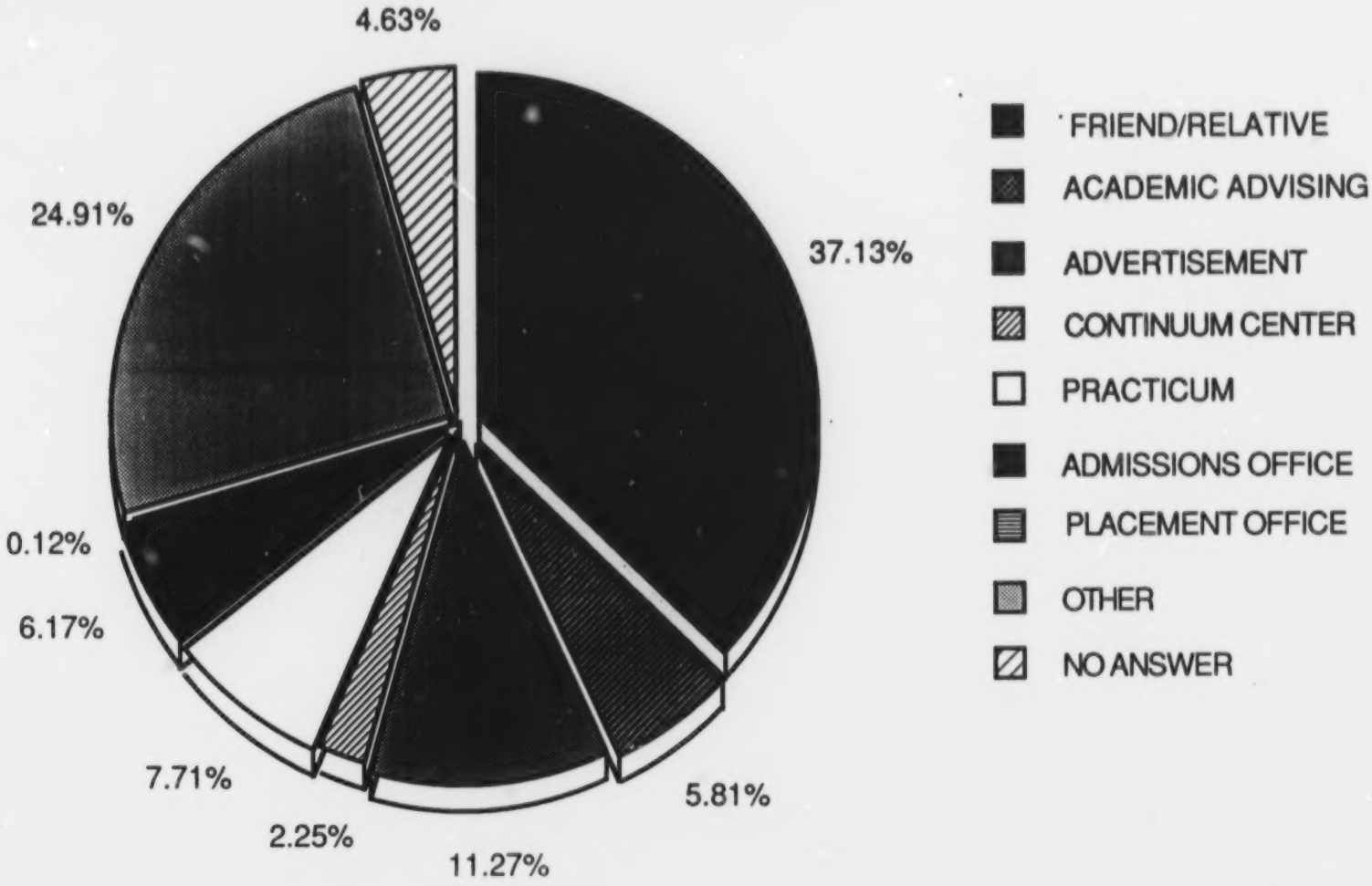
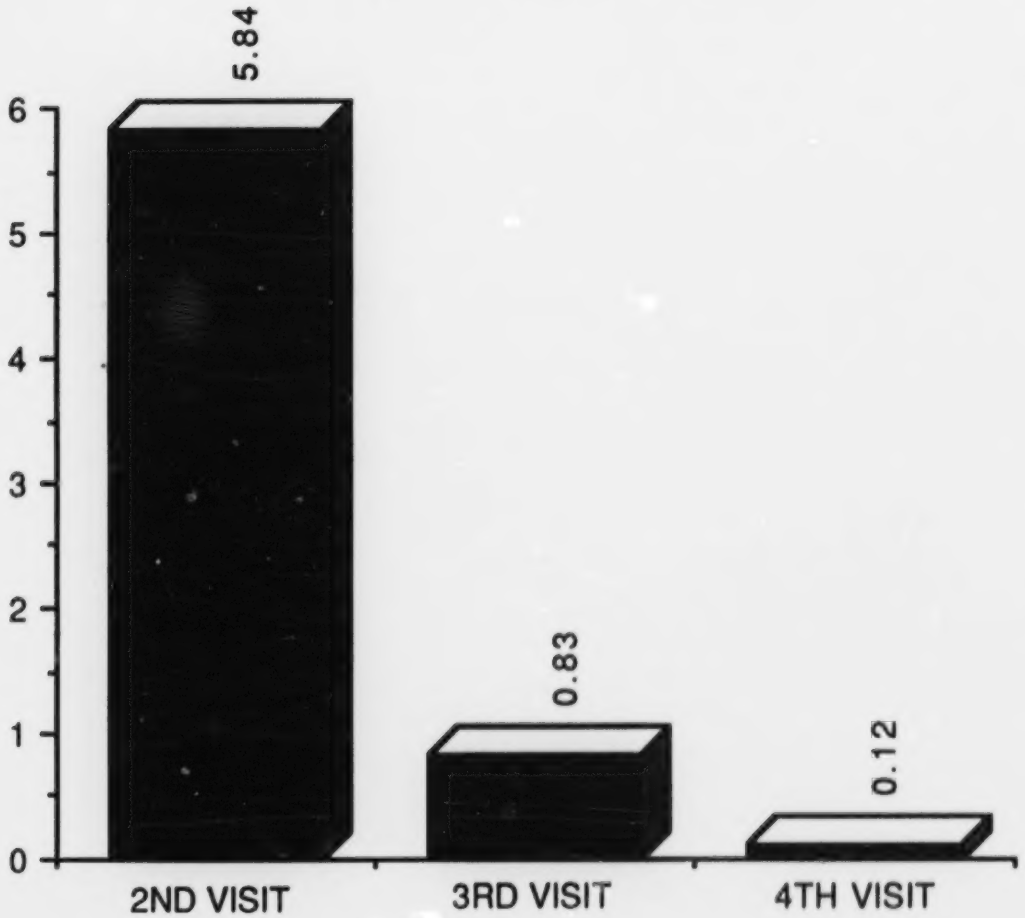
REFERRAL SOURCE



RETURN VISITS
By Percentages



24

IN-SERVICE TRAINING

Again this year the ACCC provided a number of in-service programs in addition to providing service to community adults. Students and members of the community were given opportunities to become familiar with the computer-assisted career guidance programs and other resources at the ACCC.

The following classes sent students for in-servicing at the ACCC during the 1990-91 academic year.

1. Undergraduate Human Resources and Development, HRD 364.
2. Graduate Counseling Class in Careers, CNS 640.
3. Graduate Practicum Counseling Class, CNS 664.

In addition, the following in-services were held for members of the community.

September 28, 1990	Eight people from Imlay City were in-serviced at the Center.
November 8, 1990	The Adult Career Counseling Center hosted a telecast workshop on the Future Introduction to Career Development at the Elementary Level.
December 7, 1990	Three people from The University of Michigan were in-serviced at the ACCC.
December 10, 1990	Three executives from General Motors were in-serviced on Discover and SIGI PLUS. This was to assist them in developing a career counseling center at their truck and bus plants.
February 12, 1991	Howard Splete and Amy Stewart hosted a conference for local school counselors. The topic was career education. Five counselors who attended the conference were in-serviced at the ACCC after the conference.
March 5, 1991	Oakland University hosted the ACT Workshop held for Discover. Fifteen people were in-serviced after the workshop at the ACCC.
May 17, 1991	The ACCC hosted a career video workshop for area counselors.
May 20, 1991	Dr. Rich Feller and Dr. Nancy Hartley from Colorado State University were shown the services of the center.

Also, the director and counselors were in-serviced on the Resume Expert.

Overall, the ACCC was able to in-service over 300 people from September 1990 through June 1991.

PUBLIC RELATIONS

A. Highly Favorable Referral Rate Within the Community

The most rewarding aspect of public relations continues to be recommendations made from satisfied clients. This client referral system fits perfectly with the mission of the ACCC which is to provide career guidance for adults of southeastern Michigan.

B. Press Releases

Jim Llewellyn, Senior Editor, and News Director for University Relations, sent out a number of press releases to local newspapers, radio stations, and television networks. These releases generated a number of clients throughout the year.

In addition, the information provided by the Oakland Press and its reporter Diana Dillaber on our branch in Pontiac also kept the clients coming into the Oakland University Center.

Several press releases went out throughout the fall and winter semesters. They generated a number of clients during the winter months when our clientele has been slightly low in the past.

C. Projects

1. Again this year the ACCC hosted its annual open house as part of National Career Development month. Over 50 university personnel and interested community members attended.

2. Sandy Blankenship and Michael Strobel met with 20 Seven a.m. Scholars (SAMS) at Pontiac Central High School. The topics discussed were how to choose the correct career and the services available at the ACCC.

D. Conferences

The ACCC was represented by our director at the AACD conference in

Reno, Nevada in April. In addition, the entire staff attended the Michigan Career Development Association Conference, in March, at the Novi Hilton. Howard Splete, Amy Stewart, Lucille Kus and Christy Kortryk presented information on monographs and research sponsored by the ACCC.

In addition, many workshops were attended to help us provide better services to our clients. One of these was the Michigan Occupational Information System (MOIS) workshop sponsored by Oakland Schools. Three counselors and the director also attended the Discover workshop by ACT at Oakland University.

COORDINATION WITH PRACTICUM COUNSELING CENTER

The coordination and reciprocal cooperation between the Practicum Counseling Center (PCC) and the Adult Career Counseling Center (ACCC) has now celebrated its fifth year. The pairing has been mutually beneficial. Clients who utilize the computer assisted career counseling at the ACCC are given an option to continue their career exploration by working with a PCC counselor. Typically, the client will continue for three to five sessions in which several assessments designed to aid in career discernment are administered and interpreted. These might included the Strong Interest Inventory, the Myers-Briggs Type Indicator, or the Edwards Personal Preference Schedule. In the course of the past year, twelve ACCC clients have chosen this option to continue as clients in the PCC.

The more frequent route of clients through the two centers; however, has shifted over the past five years to become more heavily weighted in the opposite direction. Clients who come to the PCC seeking help with career planning are routinely cycled through the ACCC for exploration on one of the computer assisted career packages. The PCC counselors assist their clients during the on-line work, acting as a coach and sounding board during the actual computer time. This frees the ACCC staff to continue their work with their clients.

Having access to the career center is an enormous asset to the PCC counselors, enriching the services they can deliver to their clients. At the same time, the services the ACCC can offer are enhanced in that there is efficient and more continuous usage of the computers and the career packages.

RESEARCH

Since the Adult Career Counseling Center opened in 1982, student counselors and counseling faculty have been encouraged, through doing research, to develop professionalism. Included in this year's report is a list of all research conducted in the past and current research.

A. Past Research

January 1984

A. Pamela Marin's doctoral dissertation in Counseling at the University of Michigan reported data based on research done at the ACCC. This research investigated the use of computer-based guidance systems by adults in order to differentiate between the effectiveness of the computer-plus-counselor and the computer-only career guidance style of subjects and the intervention methods were also investigated. This research was published in The Career Development Quarterly, Vol. 39, No. 4 June 1991 pp. 360 - 371.

B. Prasanna K. Datta, of the Placement and Career Services Office worked with previously dismissed students who were counseled regarding readmission to Oakland University.

C. Datta also counseled with 35 workers from GM Truck and Bus. He saw them in their work place and their union hall.

D. Howard Splete and Anne Freeman George researched a family systems perspective in determining how the individual's decision making process was affected by principles of the family system. This research was published in the September 1985 issue of The Journal of Career Development.

January 1985 - December 1985

A. Four faculty graduate assistant teams initiated an on-going Life-Career Patterns Project. In this beginning phase of the project, each faculty-student team selected an area for research, conducted a thorough review of the related literature, and wrote first drafts of articles based on their readings and discussions.

B. Program Evaluation - Dean Gerald J. Pine and Janice Nyquist completed an evaluation of career-related programs in the Flint schools. The city of Flint and surrounding communities have

developed cooperative programs between the schools and businesses. Teachers and students may spend a day on-the-job in a business of their choice.

C. A telephone follow-up survey was conducted to investigate how clients had used the career information they received from working with the computers and counselors at the ACCC.

D. Roxanne Allen wrote a dissertation proposal for Wayne State University comparing individual and group career counseling using computer-based guidance systems.

September 1987 - June 1988

A. Julie Semroc conducted a study using thirty clients from the ACCC. These clients volunteered to complete a SIGI PLUS user evaluation when they finished using the system. The strengths, weaknesses and degree of helpfulness of SIGI PLUS for ACCC clients were investigated.

B. Pamela Semmens conducted research on women entering non-traditional careers.

C. Nelson Phillips was challenged early in his Master's Degree program that the counselor must be concerned with the "societal context of counseling" (E.G. Williamson). Guided by Dean Pine and Dr. Howard Splete, Nelson narrowed his concerns to "...state my own uncertainties, to try to clarify my puzzlements, and thus get closer to the meaning that my experience actually seems to have..."(Rogers, Freedom to Learn).

D. A pilot study, conducted by Debra Henehan, consisted of seven women who sought career counseling at the ACCC. The women were asked questions regarding family history and influence on career choice, sources of job satisfaction and dissatisfaction, work values, preferred future and career goals, their interpretation of the goals of this research and what they feel they gained through their participation.

September 1988 - June 1989

A. Gail Rinehart conducted a pilot comparison of DISCOVER and SIGI PLUS. Subjects were thirteen counseling students enrolled in the Master's program at Oakland University. They volunteered to

evaluate and compare the systems after interacting with both.

B. Julie Semroc conducted a study which developed career counseling strategies highlighted by sensitivity to and understanding of the difficulties encountered in coordinating career and family roles.

C. Drs. Pam Marin and Roxanne Allen investigated the effects of an individual's understanding of his or her Myers-Briggs Type Indicator personality type combined with a computer-based career guidance intervention on the level of career decidedness as measured by Career Decision Scale and the Occupational Alternatives Questions.

September 1989 - June 1990

A. Anne Sutton looked at career indecision in adult women who sought career counseling at the ACCC. Career indecision has been extensively studied in college-age students, but less attention has been paid to adult women who have difficulty making career decisions.

B. Elaine Tsangarides developed a pilot study investigating intrinsic and extrinsic work values of men as an outcome of the specific age-related stages defined by Levinson.

Copies of these research reports may be obtained by contacting the Adult Career Counseling Center.

B. Current Research

Adult Career Counseling Center
Follow-Up Client Evaluation

by: Christy Kortryk

The Adult Career Counseling Center (ACCC) of Oakland University has been serving the surrounding community for the past nine years. While the ACCC has been in operation, it has serviced over 6,700 community adults who were concerned about career decisions. As an attempt to improve the center's services, an evaluation process was established. The purpose of this follow-up study was to receive feedback, suggestions, and evaluations from previous clients. It was the intent of the study to determine what steps clients took toward a career after visiting the ACCC. It was anticipated that the services offered by the center would have provided the guidance, resources, and information necessary to help clients make career selections, take the next appropriate steps, and move into a chosen career field.

The sample consisted of 1,300 randomly selected adults (1,100 females and 200 males) who had used the ACCC in the past three years. The subjects were placed into one of four groups, based on education level and employment status. The subjects were surveyed by mail, and were asked to rank order activities used to make a career change or selection. The results were explored for implications and suggestions for improvement for the Adult Career Counseling Center.

From the returned questionnaires, activities were ranked with-in each group to examine what steps each group took toward a career change. The first four ranked activities were:

1. Talked with a significant other about career planning. All four groups made this selection.

2. Inquired about required skills for specific fields. Three groups made this selection, while the Non-BA Educated/Unemployed group selected "talking to a counselor" as their second activity.

3. "Inquired about enrollment" was selected by three groups. The Non-BA Educated/Unemployed group selected "inquired about skills".

4. The two BA Educated groups ranked "looked for new work" as their fourth activity. The two Non-BA Educated groups selected "information about education" as their fourth activity.

From client evaluations, recommendations were made for the ACCC to

consider. First, the Center should consider providing additional counseling after each client uses the computer career guidance system. Second, due to past clients' interest for information for skills, the center should consider providing information about specific skills for occupations. This could be done through another computer program or through literature in exit packets made up for each client. Included in the packets, the Center, as third suggestion, could consider including additional information about schools and training programs. Lastly, the ACCC should consider reviewing other computer guided career search programs which may provide information on transferable skills and the skill requirements for different occupations.

For a complete coverage of the results of this study and for detailed suggestions, see Appendix A.

Why Women In The Work Force Seek Mid-Career Changes

by: Lucille Kus

An increasing number of women between the ages of 30 and 45 who come to the ACCC are seeking mid-career changes. The reasons given for this action are 1) lack of opportunity for growth in present job, 2) need to look at long range career goals and 3) reevaluation of values, needs, and priorities.

This study investigated the relationship between the work roles and the need to have intrinsic values met in careers. The subjects were employed women between the ages of 30 and 45. The Salience Inventory (Nevill and Super, 1986) was used to assess relative importance of work. The Values Scale (Nevill and Super, 1986) was used to assess intrinsic values.

After collecting data on 30 women, I was able to analyze the data using a Pearson Product Moment Correlation Coefficient. From the results I was able to accept my hypothesis which is: There is a positive correlation between the work role salience and intrinsic work values for adult women.

The results of this study will help identify why adult women already in the work force decide to seek a mid-career change. The findings of this research may assist counselors in helping these people more effectively.

Copies of this study are available in the Adult Career Counseling Center.

EXIT CHECK LIST RESULTS FOR 89 CLIENT RESPONSES FOR THE TIME PERIOD OF 9-90 TO 4-91

by: Christy Kortryk

In an attempt to survey ACCC users during the 1990 - 91 year, samples of the exit check list were reviewed as follows.

A. Please indicate if you have done any of the following things during your visit (s) to the Adult Career Counseling Center.

5 - I have done this during my visit (s) to the ACCC.
4 - I have started this, but need to do more work.
3 - I know what to do about it.
2 - I have thought about it but, do not yet know what to do about it.
1 - I have not yet thought much about it.

	Rating				
	5	4	3	2	1
1. Learned what my values, interests, experiences, and abilities are. Percentages:	46	43	10	1	0
2. Clarified / explored my own values, experiences, abilities, and interests. Percentages:	44	40	7	9	0
3. Decided which values are most important to me. Percentages:	39	46	10	10	0
4. Find out how my interest / abilities can be used in an occupation. Percentages:	37	49	7	6	0
5. Clarifying my ideas about the type of work I would really like to do. Percentages:	28	52	12	7	0

B. What will your next step be?

5 - I have already done this.
4 - I plan to do this.
3 - I did not know of this option.
2 - I have not decided if I will do this.
1 - I do not intend to do this.

	Rating 5	4	3	2	1
6. Gathering more information about what people do in certain kinds of work. Percentages:	13	72	7	3	3
7. Learning what skills and training are required for certain jobs. Percentages:	15	76	4	2	2
8. Interviewing by phone or in person someone in my area of interest. Percentages:	3	49	10	28	9
9. Making specific plans to achieve my current career goals. Percentages:	10	79	2	8	1
10. Getting the special training and experience I need to qualify for my occupational choice. Percentages:	3	78	2	15	1
11. Selecting my first job or a plan to get training for my first job. Percentages:	16	46	6	22	3
12. Get more career counseling. Percentages:	6	53	6	26	6
13. Registered at an employment office, placement center or with a head hunter. Percentages:	10	17	10	36	24

C. Please answer the following questions.

14. What progress have you made in career planning since your first use of the ACCC? Select as many as apply.

	Percentage
a. Tentatively selected one or more occupations.	27%
b. Tentatively selected where to go to get specific training or schooling.	22%
c. Other: _____	11%

15. Overall, with which of these things did the ACCC help you? Select as many as apply.

	Percentage
a. Learning about myself.	53%
b. Learning about occupations.	63%
c. Find schools appropriate for me.	13%
d. Select an occupation I want to pursue.	17%
e. Determine my next step. What? _____	20%
f. None of these.	

16. Were the counselors at the ACCC:

	Percentage
a. Very helpful	82%
b. Somewhat helpful	9%
c. Not helpful	0%

17. Were the receptionists of the ACCC:

	Percentage
a. Very helpful	75%
b. Somewhat helpful	7%
c. Not helpful	0%

18. Did your visit (s) run smoothly and pleasantly?

	Percentage
a. Yes	88%
b. No If not, what could be improved?	0%

_____

_____

General conclusions from this survey sample were:

1. Users were able to do self exploration in areas of values and abilities.
2. Users did obtain more educational and occupational information.
3. Users made tentative plans for more education or job search.
4. The ACCC counselors and receptionists were providing helpful service.

C. Ongoing Research

FAMILIAL INFLUENCES IN CAREER CHOICE AMONG KOREAN AND CHINESE STUDENTS

by Michael Han

Intuitively, most of us probably know that the family, or more specifically the parents, has a great influence on the career choice of the children. However, the extent of this influence had not been investigated until recently. Still, the research on the matter is very sparse. Even more dismal is the research, or lack of, on the career decisions of minority students.

To rectify these conditions, I have proposed to investigate, as the title suggests, the family's influence in the career choice of Korean and Chinese college students. A major factor in such influences is the level of assimilation or acculturation of the family into the American society. Thus, I have proposed to divide the groups into recent immigrants (less than five years), long-term immigrants (more than ten years), and second generation students (students born in the U.S.).

The population consists of 120 undergraduate students (60 Korean and 60 Chinese) from the University of Michigan. They will be asked to fill out questionnaires inquiring about the major influences in their career choice or field of study. The study will contain equal numbers of recent and long-term immigrants, and second generation students.

The Effects of Underemployment on Self-esteem

by: Michael Strobel

Professional counselors assume that underemployment effects self-esteem. However, the literature does not support this belief. In fact, it suggests more research be done in this area. During the 1991 - 92 academic year, I will be conducting research on underemployed clients from the ACCC in order to determine if in fact underemployment does effect self-esteem or if it is a false assumption made by professional counselors.

For the purpose of this research I have adopted Robert Meyer's (1985) definition of underemployment. Being underemployed means a person is working below their education/skill level, are working less than 35 hours per week and are able and willing to work full time. They may also receive pay below the subsistence level, below the norm for the job, or less than occupations requiring equivalent skills. Underemployment will be tested by using a self-report inventory.

Self-esteem will be measured using the Coopersmith Self-esteem Inventories. According to Coopersmith (1981) self-esteem is an attitude of approval or disapproval which indicates the extent to which a person believes him or herself capable, significant, successful and worthy.

I believe the results from this research will support my hypothesis that people who are underemployed have lower self-esteem than people who are employed at sufficient levels or higher.

Future Plans for the Adult Career Counseling Center

Based on suggestions from the ACCC counselors and clients, we plan to:

1. Schedule fewer clients so that counselors may better individualize their efforts. Inadequate space and lack of privacy mandate this.

2. Search for more office space or another location for the ACCC.

3. Provide more sessions for each client so that adequate time is provided for intake interviews, computer or other activities, and for information interpretation and development of client next steps.

4. Schedule more in-service time for new ACCC counselors and practicum counselors so they are better prepared to serve their clients.

5. Continue to review use of appropriate materials, such as RAVE, MOIS, and Michigan's Employability Skills, which may better illustrate transferable job related skills to clients.

6. Develop a more specific research focus to better guide research efforts.

7. Provide more detailed duties for receptionists and counselors.

8. Review weekly schedules of clients to better coordinate efforts with practicum counselors.

9. Transfer appropriate career information and materials to the Educational Resource Laboratory for expanded use.

10. Continue collaboration with OCC in providing services at the Pontiac Adult Career Counseling Center, especially for minority populations.

11. Involve the ACCC Advisory Committee in planning for the ACCC.

APPENDIX A

ADULT CAREER COUNSELING CENTER FOLLOW UP CLIENT EVALUATION

ADULT CAREER COUNSELING CENTER
FOLLOW UP CLIENT EVALUATION
Christy Kortryk

The Adult Career Counseling Center (ACCC) of Oakland University has been serving the surrounding community for the past nine years. While the ACCC has been in operation, it has serviced over 6,700 community adults who were concerned about career decisions. The center has provided career counseling through use of computer assisted career guidance programs, as well as through client- counselor interactions. As an attempt to improve the center's services, an evaluation process was established to identify what clients did towards career development, after they left the ACCC.

The purpose of this follow up study was to receive feedback, suggestions, and evaluations from previous clients. It was the intent of the study to determine what steps clients took towards a career after visiting the Adult Career Counseling Center. It was anticipated that the services offered by the center would have provided the guidance, resources, and information necessary to help clients make career selections, take the next appropriate steps, and move into a chosen career\ field.

Methods

Subjects

The sample consisted of 1,300 randomly selected adults (1,100 females and 200 males), who had used the Adult Career Counseling Center (ACCC) of Oakland University between the years of 1987 and 1990. The subjects were placed into one of four groups, 1) BA Educated (defined as a BA or higher completed education) and full

time employed, 2) BA Educated and part time or unemployed, 3) Non BA Educated (defined as education completed which is less than a BA) and full time employed, and 4) Non BA Education and part time or unemployed. The following guidelines were used in selecting the sample. First, only clients who had used the center in the past three years were selected to provide more accurate recall. Second, only individuals who were 25 years or older, at the time they used the ACCC, were selected. This age was chosen to allow appropriate time to have possibly completed a BA. And finally, an equal ratio of males and females were selected based on the proportions of each gender in the overall client pool.

Instrumentation

The standard intake form used at the Adult Career Counseling Center provided information about the individuals which placed them in one of the four groups. A survey was mailed to each subject (see Appendix A), to collect information about participant's patterns of behaviors in a career selection, change, or reentry into the job market. The survey consisted of 12 activities commonly used to make a career change or selection. Subjects were instructed to rank order the activities in the order in which they completed them after leaving the ACCC. Each survey included a cover letter and preaddressed, stamped envelope. Examples of some of the activities include: "Interviewed someone by phone or in person to gather information about specific occupations, Inquired about skills and training required for specific occupations, and Explored enrolling in education or training" (For a complete listing of questions see Appendix A).

Surveys were sent to all 1,300 subjects, and 16% (203 surveys) completed surveys were returned.

Data Analysis

Data were analyzed using frequency distributions presented as percentages. Descriptive summaries of client comments were also formulated. Analyses were conducted on the total responses, and on differences between the four groups.

Results

Results are presented by rankings between the four groups. The top five rankings are discussed as to comparisons between the groups. For complete rankings by each group see Appendix B.

Analyses of the total responses indicated that all four groups reported "talking with a significant other" as their first activity in selecting or changing an occupation. Of the four groups, the Non BA Educated/Employed group had the highest percent of subjects (64%) making this selection (see Table One). The BA educated/ Unemployed group had the lowest percent of subjects (45%) ranking this as their first activity.

Table One: First Ranked Activities

Group	Activity	Percentage	N
BA Educated/Employed	Talked with Significant Other	64%	36
BA Educated/Unemployed	Talked with Significant Other	45%	17
Non BA Educated/Employed	Talked with Significant Other	64%	41
Non BA Educated/Unemployed	Talked with Significant Other	63%	27

All but the Non BA Educated/Unemployed group selected "inquired about skills" as the second behavior in career selection. From the Non BA Educated/Unemployed group, 30% selected "talked with a counselor" as their second activity. Of the BA Educated/ Employed group, 25% selected "inquired about skills", while only

17% of the Non BA Educated/ Employed group ranked this as their second selection (see Table Two).

Table Two: Second Ranked Activities

Group	Activity	Percentage	N
BA Educated/Employed	Inquired about Skills	25%	16
BA Educated/Unemployed	Inquired about Skills	24%	9
Non BA Educated/Employed	Inquired about Skills	17%	11
Non BA Educated/Unemployed	Talked with Counselor	30%	13

All but the Non BA Educated/ Unemployed group selected gathering "inquired about enrollment" as their third ranked activity. The Employed groups (BA Educated/ Employed (18%)) and Non BA Educated/ Employed (19%)) selected gathering "inquired about enrollment" as their third activity. The Unemployed groups split, and BA Educated/ Unemployed (16%) also selected gathering "inquired about enrollment" while the and Non BA Educated/ Unemployed (23%) selected" inquired about skills" as their third behavior (see Table Three).

Table Three: Third Ranked Activities

Group	Activity	Percentage	N
BA Educated/Employed	Inquired about enrollment	18%	10
BA Educated/Unemployed	Inquired about enrollment	16%	6
Non BA Educated/Employed	Inquired about enrollment	19%	12
Non BA Educated/Unemployed	Inquired about skills	23%	10

The four groups split on the fourth ranked activity. The educated groups (BA Educated/Unemployed (14%) and BA Educated/Employed (10%)) selected "looked for new work" as their fourth step. The Non BA Educated groups (Non BA Educated/ Employed (17%) and Non BA Educated/ Unemployed (19%)) selected gathering "information about education" as their fourth step (see Table Four).

Table Four: Fourth Ranked Activities

Group	Activity	Percentage	N
BA Educated/Employed	Looked for new work	10%	5
BA Educated/Unemployed	Looked for new work	14%	5
Non BA Educated/Employed	Information about education	17%	10
Non BA Educated/Unemployed	Information about education	19%	8

On the fifth activity the four groups stated to diversify and small percentages of individuals making similar activity selections. 16% of the BA Educated/ Employed group selected gathering "information about education" as their fifth step. 11% of the BA Educated/ Unemployed group indicated their fifth step was "talking to a counselor", while 13% of the Non BA Educated/ Unemployed group "registered for education". 13% of the Non BA Educated/ Employed selected to "look for new work" as their fifth activity (see Table Five).

Table Five: Fifth Ranked Activities

Group	Activity	Percentage	N
BA Educated/Employed	Information about education	16	8
BA Educated/Unemployed	Talked to a counselor	11%	4
Non BA Educated/Employed	Looked for new work	13%	8
Non BA Educated/Unemployed	Registered for education	13%	5

Some of the completed surveys (26 of 203) included additional comments regarding the clients current situation, the services they received at the ACCC or what steps they took towards a career selection. The comments were summarized into six main headings ("took or are taking courses towards a degree in their chosen field," "are still undecided about career selection," "couldn't follow career choice due to family obligations," "are currently working in chosen career," "wanted more personalized counseling or

additional counseling," "felt the ACCC provided a worthwhile service."

From the comments, 26% of the clients indicated that they had or are taking classes towards a degree in their chosen career; while only 11% of the clients noted that they were still undecided about a career selection after working at the ACCC. From the commenting clients, 18% indicated that they are currently working in their chosen field. An equal number (15%) of comments were received in each of the remaining headings. Due to family obligations, 15% of the commenting clients could not pursue their career selection. The same percent indicated that they would have liked to have had more personalized counseling or additional counseling. An equal number also noted that they received helpful or worthwhile services at the ACCC.

Discussion and Implications

Results of analyses performed on the four groups illustrate distinct patterns and themes which differentiated BA Educated vs. Non BA Educated and Employed vs. Unemployed. The first engaging aspect of the results indicate that "talking with a significant other" is a universal step in a career change or selection. Such results support the concept that individuals do not live in a vacuum and when counseling individuals, ACCC career counselors need to take this into consideration and apply it to their approach with clients.

The results also indicate a wide spread practice for career changers or selectors to seek information about additional skills, all but the Non BA Educated/ Unemployed group selected this

activity as their second step in a change. This can indicate to ACCC counselors that such information is desired by their clients and as an additional service, such information could be provided through handouts or MOIS (Michigan Occupational Information System) printouts covering the skills required in the clients interest areas, or through the use of another computer guidance program.

The Non BA Educated/ Unemployed group indicated that they needed to seek additional counseling. This could indicate that the ACCC had provided a rewarding counseling experience, thus the subjects were more inclined to seek further counseling. In addition, this may indicate that the ACCC may not have met all the needs of the individuals who have not completed a BA and are unemployed.

It appears that the employed individuals and the Non BA Educated/ Employed individuals recognize the need to update their training and are aware of the skills required in their interest area. The Non BA Educated/ Unemployed group inquired about skills in their interest area, indicating they are not as aware of the required skills. Again this would indicate to ACCC counselors the need to provide information about required skills to clients. This also indicates the Non BA Educated/ Unemployed group is not as far along in the career decision process and need additional services and information to move ahead in the process.

The ACCC may consider providing an exit interview with each client. This would allow the Non BA Educated/ Unemployed group the time with a counselor to move to the next step. Through this exit interview, the ACCC Counselors can also provide the additional

information about skills for particular occupations. This information could be provided in a exit packet constructed with general information as well as personalized information for each client.

The results also indicate the BA Educated take a different path than the Non BA Educated. From the analysis, the data suggest that the Non BA Educated recognize a need to further their education or training, while the BA Educated start to look for new work in a new field. As a career counselor, this data supports a premise most counselors have been following while working with clients. This data then validates the career counselor's advice to Non BA Educated career clients to review the option of gaining further training or education. It might also indicate that the Non BA Educated clients are following the advice of the counselors and seeking information about education.

Such results are also supported by the comments clients included on the survey. One fourth of those including comments indicated that they had or are taking courses towards a degree in their chosen field. This would further support the ACCC providing information (such as addresses or phone numbers) about particular schools for training.

From the comments, 15% of the clients indicated they had received helpful or worthwhile services at the ACCC, while an equal number of clients indicated they needed more personalized counseling or additional counseling. This would correlate with the Non BA Educated/ Unemployed group which indicated they sought additional counseling. This may indicate to the ACCC that the

services provided by the center are oriented towards individuals who are further along in the career decision process. This could also be supported by the 11% of commenting clients who were still undecided after visiting the ACCC. This could be the same group which require further counseling before they are ready to make a career selection. As an improvement to it's services, the ACCC could accommodate such individuals and offer a follow up counseling session to talk about the results and the clients next step.

The last group of clients who commented, indicated they were working in their chosen field. This group has completed the career decision making process and have also found placement in their field. Such comments support the concept in which a part of the ACCC's population is advanced in this process and through the services at the ACCC have completed the process.

In summary, through client's recommended suggestions the ACCC should do the following for further improvement:

1. ACCC should provide additional counseling after using the computer career guidance systems. The ACCC could offer follow-up appointments in which the client would have time with a counselor to talk about the results of the search and what appropriate steps are needed to make a career change or selection.
2. Clients are interested in gaining more information about required skills in various careers. ACCC counselors could provide this type of information through the follow up interview and through literature in exit packets made up for each client. Such handouts may include required skills of specific occupations or where to get more information about occupations, training or

financial aid.

3. The ACCC should also provide additional information about schools for those who are considering furthering their education. It is also recommended that the center provide information on how and where to look for jobs for those who have reach the that point.
4. Finally, the ACCC should consider reviewing other computer guided career search programs which may provide information on skills of each occupation and information about transferable skills. With the addition of such a program, the counselor could focus more specifically on the client and their need in an exit interview while still providing the needed information to each client.

In conclusion, the results of this survey indicate the ACCC is providing a worthwhile service which aids individuals in the career process. Some clients, through the services of the ACCC, have made a career selection and have taken the steps to move into that career. Others are still working towards their chosen career and have indicated how the ACCC can further aid them in their career selection.

APPENDIX A:

Follow-Up Questionnaire

The following is a list of activities often used to make a career choice or change. Please rank the following activities in the order in which you completed them, after visiting the Adult Career Counseling Center (ACCC). Rank each activity that you did not complete with a zero (0). The first activity you initiated after your visit to the ACCC would be ranked one (1) and the second activity two (2), ect. until you rank each option. Do not leave any blanks. Activities which you did not complete are all ranked with a zero (0).

Ranking

1. Talked with an important adult (i.e. spouse, significant other, parent, friend) about career planning. _____

2. Talked to a counselor about educational/career plans _____

3. Joined a club or group with career exploration as a major goal _____

4. Inquired about skills and training required for certain jobs. _____

5. Explored enrolling in more education or training _____

6. Sought educational information about schools or programs to develop skills _____

7. Enrolled and attend a school/ program to further career training _____

8. Registered for course work related to career interests. _____

9. Interviewed someone by phone or in person to gather information about a specific occupation _____

10. Looked for a new part-time or full-time job _____

11. Selected/started a new job _____

12. Visited a placement office, an employment agency or a head hunter. _____

APPENDIX B:

BA EDUCATED/ EMPLOYED GROUP
Ranking System
N= 50

Questions	Ranking											
	1	2	3	4	5	6	7	8	9	10	11	12
1	30	1	4	1	2	1	1	1	-	-	-	-
2	2	8	5	4	2	1	-	-	-	-	-	-
3	-	-	1	1	-	-	-	1	-	-	-	-
4	1	12	5	8	2	3	-	-	-	-	-	-
5	1	6	8	5	4	1	2	-	-	-	-	-
6	-	6	7	6	7	8	1	-	1	-	-	-
7	1	-	2	3	2	4	4	-	1	-	1	-
8	-	1	1	1	2	4	5	-	-	1	-	-
9	1	2	3	4	4	6	-	-	-	-	1	-
10	5	3	2	5	3	3	5	2	1	-	-	-
11	-	2	2	1	2	2	2	7	1	1	-	1
12	1	1	-	1	2	-	1	-	1	-	-	-

BA EDUCATED/ UNEMPLOYED GROUP
Ranking System
N= 38

Questions	Ranking											
	1	2	3	4	5	6	7	8	9	10	11	12
1	14	5	-	5	5	8	1	1	4	1	1	1
2	2	8	-	9	7	3	2	3	2	3	2	1
3	2	1	-	5	6	2	2	4	3	2	1	3
4	2	1	1	2	2	3	2	1	2	5	1	-
5	-	4	1	1	1	1	-	-	1	2	3	2
6	2	-	2	1	-	-	1	1	-	3	4	1
7	-	2	-	2	1	-	1	1	-	-	-	3
8	-	-	-	-	-	2	3	-	2	-	1	-
9	-	-	-	-	1	-	-	-	-	-	-	-
10	-	1	-	-	-	-	-	3	-	-	-	-
11	-	1	-	-	-	-	-	-	-	1	-	-
12	-	-	-	-	-	-	-	-	-	-	1	-

NON BA EDUCATED/ UNEMPLOYED GROUP
Ranking System
N= 43

Questions	Ranking											
	1	2	3	4	5	6	7	8	9	10	11	12
1	24	2	1	1	1	-	2	-	-	-	-	-
2	6	12	1	1	1	2	-	-	-	-	-	-
3	2	-	1	1	-	1	-	-	1	-	-	-
4	2	9	8	3	1	1	-	1	-	-	-	-
5	3	1	8	6	3	1	2	-	1	-	-	-
6	2	6	3	6	4	3	1	-	-	-	-	-
7	1	-	3	6	4	-	3	2	-	1	-	-
8	1	-	1	1	5	2	5	1	1	-	-	-
9	2	2	1	-	2	3	1	1	1	1	-	-
10	7	3	-	2	3	4	2	2	1	-	-	-
11	2	2	1	1	1	1	3	1	1	1	-	-
12	-	3	1	-	1	1	-	-	1	-	-	-

NON BA EDUCATED/ EMPLOYED GROUP
Ranking System
N= 64

Questions	Ranking											
	1	2	3	4	5	6	7	8	9	10	11	12
1	28	8	-	1	1	-	-	-	2	4	-	3
2	5	10	1	11	4	4	-	-	2	5	2	1
3	2	3	-	8	12	5	1	2	5	-	2	2
4	4	4	2	4	5	10	3	3	1	2	1	1
5	-	2	-	1	5	2	4	4	4	7	3	-
6	-	-	1	1	-	-	4	4	2	5	7	3
7	-	-	-	-	1	-	-	5	3	4	3	-
8	-	-	-	-	-	1	3	-	-	2	5	-
9	1	-	-	-	-	-	1	-	2	1	1	1
10	-	1	-	-	-	-	-	-	-	-	1	-
11	-	-	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-	-	-

APPENDIX B

REPORT ON
THE PONTIAC ADULT CAREER COUNSELING CENTER

REPORT ON THE
PONTIAC ADULT CAREER COUNSELING CENTER

This report is based on demographic information, client evaluations of the Center, and the counselors' observations from their daily involvement with the Center.

The goals stated in the Mission Statement were met. Career exploration and planning opportunities to 92 community adults was provided at no charge. Over forty-five percent of the clients lived in the immediate area surrounding the Center. Support services for the Pontiac Center for Dislocated Workers Program and other site services were provided. Over thirty-eight percent of the clients serviced at the center were referred by Pontiac Center programs. Therefore, it is recommended that the Pontiac Adult Career Counseling Center continue its operation at the OCC Pontiac Center.

The referrals from the Dislocated Worker Program have provided and should continue to provide a broad base of Center clients. A greater number of referrals could be generated through this program in future years since the highest recruitment period for it is July through September when the PACCC was not in operation. It is recommended that the hours of the Center be extended to include the summer months of July and August to serve the community adults during the heavy recruitment period of the Dislocated Workers Program.

The Centers hours included evening appointments by client request. However, only four clients chose to have an evening appointment. The original hours also included late afternoon appointments. After these hours were curtailed, a few clients evaluated the time of their appointment as fair. It is recommended that afternoon hours be included in the operation of the Center. Requests for evening hours should be monitored and added if the need occurs.

While 79.35 % of the PACCC clients were White and 13.04 % were Black, the Center did not service a representative number of Hispanic and other minority clients. It is recommended that further outreach be done in the greater Pontiac area, targeting minority populations and other individuals who would benefit from this center.

Forty-one clients were referred by the PACCC to educational institutions or other community sources. However, twenty-one of these individuals were cross referrals back to the referral source. It is recommended that the Center staff continue to update and broaden the referral sources for PACCC clients.

The majority of clients served by the PACCC were between the ages of 26

and 49. Additionally, the majority were lower income and unemployed with a high school or lower level of education. The purpose for using the Center was predominately Career Search or Job Information. This indicated PACCC clients are primarily doing career search and planning rather than career exploration. It is recommended that additional resources be reviewed and added which are designed more specifically for the educational level and needs of the majority of PACCC clients. It is further recommended that one appointment per client include assistance by the PACCC counselor in forming the next steps the client could take in his or her career planning or job search.

A small group of clients brought their children to appointments. This may be related to the high number of single and divorced people using the Center. While not a significant problem at this time, with this population the situation may continue or increase. It is recommended that sources for personal assistance such as child care and transportation be located and included in the Center resources.

APPENDIX C

AUXILIARY GRANT SUPPORTED SERVICES

Academic Services and General Studies
Career Resource Center

SIGI PLUS and DISCOVER FOR ADULTS

SIGI PLUS and DISCOVER FOR ADULTS, the computer-assisted career guidance systems, have been in operation in the Academic Career Resource Center (CRC) since March 1983. Since that time the purchase of furniture, additional resources and part-time personnel have enhanced the development of the center. Consistent usage of the Career Resource Center indicates the services are fulfilling students' needs.

The CRC and the computer-aided guidance systems are comprehensively advertised through regular publications, referral sources and classes. The Career Counseling and Information Resources (Pillars) brochure, the university catalogue, the evening and extension services brochure and the schedule of classes are all regular publications that carry a segment highlighting the services available in the CRC. Further, letters to special populations such as undecided students, readmitted students, and probationary students are sent out each fall and winter semesters. These letters list a variety of support services available campus wide including the CRC.

Presentations and the CRC sheets are given to new undergraduate students at their orientation, and the center is a featured stop on the campus tour for new students.

Presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-depth usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilized the center services are listed below:

RHT 101	Composition II for Undecided Students
HRD 264	Educational and Career Exploration
HRD 364	Career Development
CNS 665	Career Development Theory and Practice

As anticipated, usage of SIGI PLUS and DISCOVER FOR ADULTS has remained constant over the years. On an average 8 students per week use each system. Comparisons can be seen below of the number of users.

	1989 - 1990 (March through March)	1990 - 1991 (March through March)
SIGI PLUS	351	287

DISCOVER	138	352
MOIS	41	63

A week by week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the system with peak usage happening in the months of October, November, February and March. During the Spring and Summer sessions usage drops by half as these sessions are not full semesters and most Oakland students do not attend.

In general, user response has been overwhelmingly positive. Students maintain the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. The CRC student assistants reported a slight preference for SIGI PLUS as the keyboard and functions are simplified and the system graphics are clear and colorful. Appointments are generally available within a week, with peak periods causing some 8 -14 day delays.

We have just completed a two year study that compared the structural and procedural differences of the two career guidance systems (Sigi Plus and Discover for Adults). We also compared selected behavioral outcomes commonly viewed as related to positive growth and development among college students.

During the 1990 - 91 academic year the CRC employed two student assistants for coverage of the center. These students certainly contributed to our operation. They provided the welcoming peer assistance that can be reassuring to the student using the systems for the first time.

CONTINUUM CENTER AND THE ACCC

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We refer some of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI PLUS and DISCOVER for Adults. Participants in our group "Careers in Transition" program are also referred to the Center and some of them take advantage of that opportunity.

The Continuum Center is multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search counseling to adults who come to our center and to adults within the context of their work site. For the past three years we have provided such services to the union-represented employees of AT&T through the Alliance, a joint union/management program. We have also provided similar services to employees of Ford Motor Company, General Motors and other business.

Our plans for the future include continuing to provide these services, both at Oakland and at the sites of businesses, industries and other organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.

APPENDIX D

ADULT CAREER COUNSELING CENTER RESOURCE LIST

ADULT CAREER COUNSELING CENTER'S RESOURCES

The Adult Career Counseling Center has developed a resource center available to counselors, clients, faculty, staff and students. The following resources are available for use in our office.

I. CAREER INFORMATION (Yellow Tape) - General guides, handbooks, and encyclopedias on careers. Specific resources for women. Career source material provided by state and federal agencies.

II. EDUCATIONAL INFORMATION (Red Tape) - Books on exam taking, study skills for returning students, guides to institutions of higher learning, and many current Michigan college catalogues.

III. JOB HUNTING INFORMATION (Green Tape) - This group of resource material includes information on employment outlook and many books and brochures to assist you in all areas as resume' writing and interviewing.

IV. ASSESSMENT MANUALS (Maze & Blue Tape) - These are manuals for assessments frequently used in career counseling.

V. PROFESSIONAL INFORMATION (Blue Tape)

A. Journals and resource books to aid the career counselor in his/her work.

B. Material on the following subjects has been gathered and organized in binders.

- Computer assisted career guidance systems information and articles on the subject.

- Bibliographies on computer assisted career guidance systems.

- Career counseling information.

- Conference, research and current information on Discover, Sigi Plus, and MOIS.

RESOURCE LIST

I. Career Information (Yellow)

A: General Career Information

Allen, J. G. & Gorkin, P. (1985). Finding the right job at midlife. New York: Simon & Schuster.

Aptakin, K. (Ed.). (1980). Good works: A guide to social change careers. Washington, DC: Center for Study of Responsive Law.

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Vol. I - Reviewing career fields.

Vol. II - Selecting a career.

Vol. III - Selecting a technician's career.

Miller, A. (1979). Finding career alternatives for teachers: A step-by-step guide to your new career. New York: Apple.

Nadler, B. J. (1986). Liberal arts jobs. Princeton, NJ: Peterson's Guides.

Nassif, F. Z. (1980). Handbook of health careers: A guide to employment opportunities. New York: Human Sciences.

Verity, W., Tuttle, D., Moore, A., & Moore, J. (1989). U.S. Industrial Outlook.

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Winefordner, D. (Ed.). (1978). Worker trait group guide. Bloomington, IL: McKnight.

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Baruch, G., Barnett, R., & Rivers, C. (1983). Lifeprints: New patterns of love and work for today's women. New York: New American Library.

Lederer, M. (1979). Blue collar jobs for women. New York: E. P. Dutton.

Roland, A. & Harris, B. (1979). Career and motherhood: Struggles for a new identity. New York: Human Sciences.

C: FEDERAL AND STATE CAREER INFORMATION

Department of Defense. (1988). Military career guide: Employment and training opportunities in the military - 1988 - 1989. Washington, DC: Author.

Department of Labor. (1988). A working woman's guide to her job rights. Washington, DC: Author.

Michigan Department of Commerce. (1985). Guide to starting a business in Michigan. Lansing, MI: Author.

Michigan Department of Labor. (1988). Investing in people: A directory of Michigan's job training and related services. Lansing, MI: Author.

U.S. Department of Commerce. (1989). U.S. Industrial Outlook. International Trade Administration.

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U.S. Department of Labor. (1986). Occupational projections and training data. Washington, DC: Author.

U.S. Department of Labor. (1987). Dictionary of occupational titles: Fourth edition supplement, 1986. Washington, DC: Author.

U.S. Department of Labor. (1988 - 1989). (3 copies). Occupational outlook handbook. Washington, DC: Author.

II. EDUCATIONAL INFORMATION (RED)

American college. (1978). Test wiseness - Test taking skills for adults. New York: McGraw - Hill.

Apps, J. (1978). Study skills: For those adults returning to school. New York: McGraw - Hill.

Bear, J. 91988). Bear's guide to earning non-traditional college degrees. Berkley, CA: Ten Speed Press.

Burrows, W. R. (Ed.) (1989). Allied Health Education Directory. Chicago, IL: American Medical Association.

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Lehman, A. E. (Ed.). (1986). Guide to four-year colleges. (16th ed.). Princeton, NJ: Peterson's Guides.

Lenz, E. & shavevitz, M. H. 91977). So you want to go back to school: Facing the realities of reentry. New York: McGraw - Hill.

Mendelsohn, P. (1980). Happier by degrees: A college reentry guide for women. New York: E.P. Dutton.

Phifer, P. (1987). College majors and careers: A resource guide for effective life planning. Garrett Park, MD: Garrett Park Press.

III: JOB HUNTING INFORMATION (GREEN)

A: EMPLOYMENT OUTLOOK

Asimou, I., Bird, C., Choate, P., Lodge, G.C., & Yankelovich, D. (1984). Work in the 21st centur. New York: Hippocrene Books, Inc.

Blocher, D. H. (1989). Career actualization and life planning. Dever, CA: Love Publishing Co.

Carkhuff, R. & Friel, T. (1974). The art of developing a career. Amherst: Human Resources Development Press.

Cetron, M. & Davies, O. (1988). The great job sake - out. New York, NY: Simon & Schuster.

Collison, B. B. & Garefield, N. J. (1990). Careers in counseling and human development. VA: AACD.

Feingold, S.N. (1981). Making it on your own. Washington, DC: Colortone Press.

Feingold, S. N. (1989). Futuristic exercises. Garrett Park, MD: Garrett Park Press.

Feingold, S. N. & Atwater, M. H. (1988). New emerging careers. Garrett Park, MD: Garrett Park Press.

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Krannich, R. (1989). Careering and re-careering. Manassas, VA: Impact Publications.

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Azrin, H. & Besalel, B. (1982). Finding a job. Berkeley, CA: Ten Speed Press.

Baxter, R. & Besalel, M. (1990). Do-it-yourself career kit: A career planning tool. Maraga, CA: Bridgewater Press.

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Bolles, R. N. (1981). The three boxes of life. Berkeley, CA: Ten Speed Press.

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Crystal, J. & Bolles, R. N. (1974). Where do I go from here with my life?. New York, NY: Seabury Press.

Feld, W. S. (1986). How high can you fly? New York: Prentice Hall Press.

Goodman, J., Hoppin, J. & Kent, R. (1984). Opening doors: A practical guide for job hunting. Rochester, MI: Continuum Center, Oakland University.

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Powell, C. R. (1981). Career planning today. Dubuque, IA: Kendall / Hunt.

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Yate, M. J. (1988). Resumes that knock'em dead. Holbrook, MA: Bob Adams, Inc.

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Johansson, C. (1984). Career assessment inventory. Minneapolis, MN: National Computer Services.

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V: PROFESSIONAL INFORMATION (BLUE)

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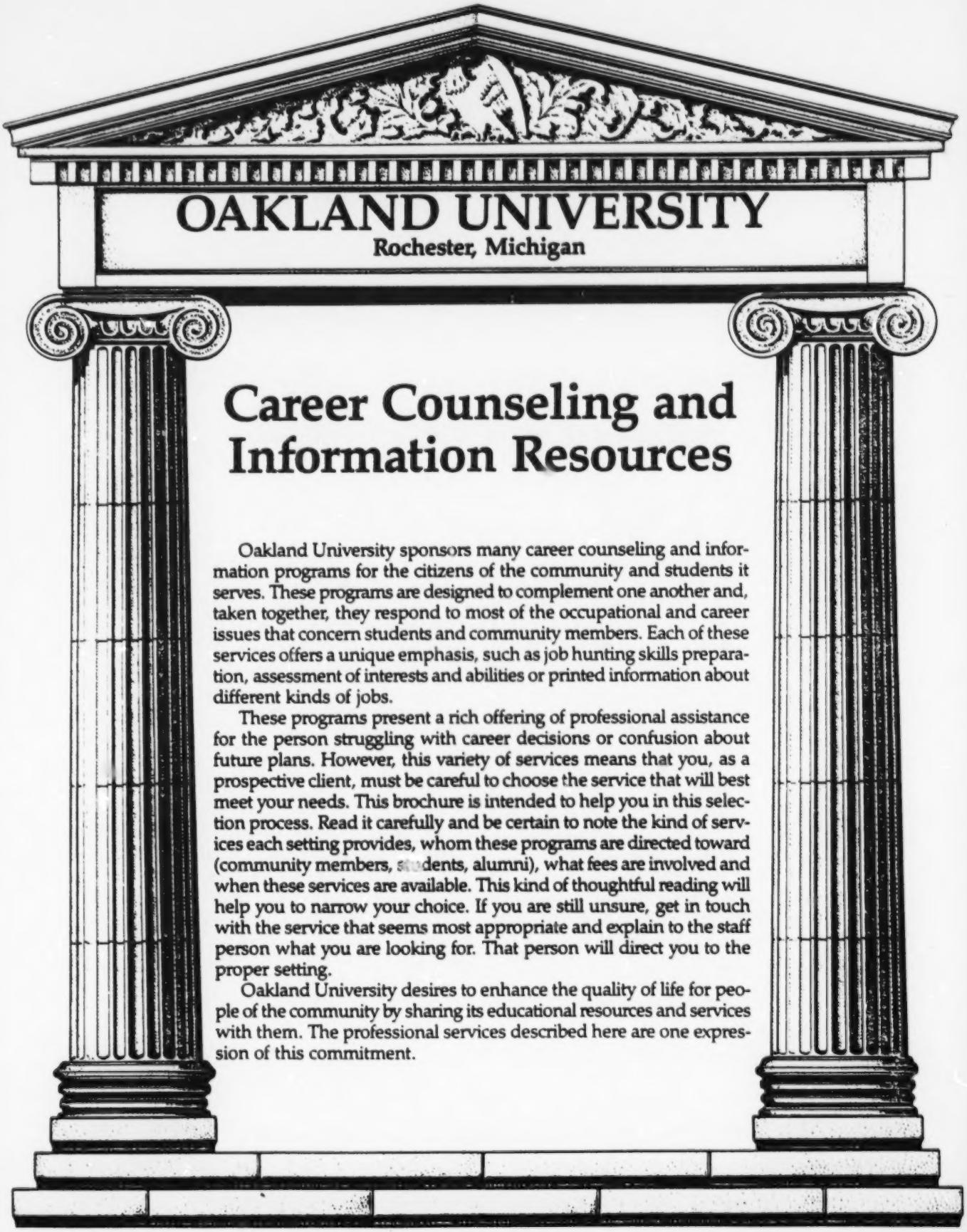
APPENDIX E

CAREER COUNSELING AND INFORMATION RESOURCES AT OAKLAND UNIVERSITY



Career Counseling and Information Resources

Oakland University sponsors many career counseling and information programs for the citizens of the community and students it serves. These programs are designed to complement one another and, taken together, they respond to most of the occupational and career issues that concern students and community members. Each of these services offers a unique emphasis, such as job hunting skills preparation, assessment of interests and abilities or printed information about different kinds of jobs.

These programs present a rich offering of professional assistance for the person struggling with career decisions or confusion about future plans. However, this variety of services means that you, as a prospective client, must be careful to choose the service that will best meet your needs. This brochure is intended to help you in this selection process. Read it carefully and be certain to note the kind of services each setting provides, whom these programs are directed toward (community members, students, alumni), what fees are involved and when these services are available. This kind of thoughtful reading will help you to narrow your choice. If you are still unsure, get in touch with the service that seems most appropriate and explain to the staff person what you are looking for. That person will direct you to the proper setting.

Oakland University desires to enhance the quality of life for people of the community by sharing its educational resources and services with them. The professional services described here are one expression of this commitment.

ADULT CAREER COUNSELING CENTER

Eligible Clients
The Adult Career Counseling Center serves adults in the community who are considering career transitions, assessing their strengths, interests and potentials and discussing possible career options. The ACCC does not, however, provide an employment service.

Services
1. Adults schedule appointment(s) to meet with an ACCC coordinator for an intake interview and orientation to a computer-assisted system, to work on that system, and discuss the results of this process with the coordinator.
2. Computer-assisted career guidance systems SIGI PLUS and Discover for Adults are available at the ACCC. These systems aid adults in reviewing their interests, skills and work-related values; possible occupational fields; educational and training opportunities; and pre-employment skills.
3. The Michigan Occupational Information System (MOIS) on computer and additional career resources are available for use.
4. Referral information about the other career counseling and training programs is available.

Appointments
Adults may sign up for appointments at the center by calling 370-3092 or by stopping by the ACCC in person.

Hours
The ACCC is open days and evenings Monday through Friday and on Saturday mornings. Hours change during the summer and holidays. Call 370-3092 to check on the schedule.

Fees
No fee is charged for the services of the ACCC.

Location
The Adult Career Counseling Center is located in Room 147 O'Dowd Hall.

CAREER TESTING AND COUNSELING CENTER

Eligible Clients
Career Testing and Counseling Center services are available to community members and Oakland University students. Clients range in age from 16 (high school juniors) to 65. When high school students use these services, career planning guidance is provided to their parents as part of the counseling process.

Services
By means of an extensive battery of tests and a series of counseling sessions, clients are provided an opportunity for an in-depth exploration of career questions, career goals and plans for realizing these goals. Many printed materials, including the Michigan Occupational Information System (MOIS), are used as aids in this process. Specific services include:

1. Career counseling for adults and adolescents
2. Interest, ability and personal-style testing
3. Educational and career planning
4. Re-entry counseling (work and education)
5. Career development

Other services, in addition to the career-oriented ones, are offered at the Psychology Clinic. These include psychotherapy and personal counseling (adults, children, adolescents, families, couples and parents), psychological testing and consultation and specialized services for people suffering from loss and trauma experiences.

Appointments
Individuals seeking information may call 370-3465. Monday through Friday, from 8 a.m. to 5 p.m. Requests for appointments may be made through the clinic's secretary, either by phone or in person.

Hours

Monday, Thursday, Friday	8 a.m. - 5 p.m.
Tuesday	8 a.m. - 8 p.m.
Wednesday	8 a.m. - 9 p.m.
Saturday	9 a.m. - 1 p.m.

These hours change during the summer and holidays. Call 370-3465 to check on the schedule.

Fees
Community members are assessed according to a sliding fee scale, based on family income, as are part-time students. For full-time Oakland University undergraduate and graduate students there is a minimal student fee.

Location
This program is part of the Psychology Clinic, located in the east wing of the Graham Health Center.

CONTINUUM CENTER

Eligible Clients
The Continuum Center serves men and women from young adulthood to old age. Most of its clients are not students at the university. These clients are often at a turning point in their lives — seeking work, changing careers, dealing with a divorce, planning retirement, or other personal issues.

Services
The Continuum Center provides career counseling in either a group or an individual format. Individual career counseling is provided by a certified counselor meeting the professional standards set by the National Career Development Association. These services assist the client in the assessment of interests, values and transferable skills as well as in the setting of career goals and plans for attaining them. Other career-related services include workshops in resume writing, job interviews and job hunting.

Besides the career counseling services, the Continuum Center provides personal counseling and consultations, personal and professional development workshops and group leader training. There are special programs serving older adults and their families. Among the workshops offered are "Counseling the Older Adult," "Excellence in Management," "Communication for Couples," and "Stress Management."

Appointments
All counseling sessions and consultations are scheduled by appointment. Workshops are regularly scheduled and listed in a brochure printed three times yearly. To request a brochure or schedule an appointment, call 370-3033.

Hours
The center is open from 8 a.m. to 5 p.m. Monday through Friday with evening appointments available until 8 p.m. Appointments must be made during daytime hours. Workshops are scheduled mostly in the evening and on Saturday. These hours change during the summer and holidays. Call 370-3033 to check on the schedule.

Fees
Counseling and consultation fees are assessed according to a sliding fee scale on family income. There are set fees for workshop programs. Partial scholarships are sometimes available for the workshops. Oakland University students and staff may attend the workshops at half-price.

Location
Counseling appointments are held at the Continuum Center, Room 478 O'Dowd Hall. Workshops are held on Oakland University's campus or at various locations in the tri-county area.

DEPARTMENT OF ACADEMIC SERVICES AND GENERAL STUDIES

Eligible Clients
The services provided by the Department of Academic Services and General Studies are primarily intended for Oakland University Students, particularly freshmen and sophomores. However, community adults who are interested in career advising as it relates to educational programs at Oakland University also may contact this office.

Services
This office provides academic and career advising to students who are undecided in their major as well as those persons seeking the Bachelor of General Studies (BGS) degree. Students may receive assessment of career interests by using the Michigan Occupational Information System (MOIS), SIGI PLUS and DISCOVER II career guidance systems. The office also serves as a referral source for the many services, departments and advisers throughout the campus.

Career Resource Center
The Career Resource Center (CRC) is located in the Academic Services and General Studies Department. It is available to students who wish to explore careers and majors. Two computer-assisted career guidance systems (SIGI PLUS and DISCOVER II) are available in the CRC. In addition, the Michigan Occupational Information System (MOIS) and many written materials can be accessed. (The Strong-Campbell Interest Inventory is provided for a nominal fee.) Students may also seek career advising with career counselors in the department.

Appointments
Appointments can be made by calling 370-3227 or by coming to the office in person.

Hours

Monday - Friday	8 a.m. - 12 p.m. 1 p.m. - 5 p.m.
Wednesday evening	5 p.m. - 9 p.m.

Summer and holiday office hours could vary.

Fees
There are no fees for any of the services with the exception of a minimal charge for the interest inventory to cover the cost of the scoring and mailing.

Location
The Department of Academic Services and General Studies and the Career Resource Center are located in 121 North Foundation Hall.

OAKLAND UNIVERSITY LIBRARY

Eligible Clients
Oakland University's Kresge Library reference service and collections are available to students and community members. However, circulation of materials is limited to Oakland University students, staff and alumni.

Services
The library contains a large collection of career-related materials. These include books on how to write resumes and cover letters; information on job-hunting skills and procedures; and extensive materials that describe many kinds of careers, occupations, training programs and internships. Another library collection includes several directories that identify manufacturers, businesses, agencies and educational settings. Also on hand at the library are telephone books of 100 major American cities and most Michigan cities as well as recent annual reports from the top 500 companies in the United States.

Assistance is available in the library to help individuals locate needed information.

Appointments
There is no need for setting an appointment. However, a reference librarian is normally on duty from 10 a.m. to 7 p.m. on Monday through Thursday; 10 a.m. to 4 p.m. on Friday; noon to 4 p.m. on Saturday and 1 p.m. to 5 p.m. on Sunday. The remainder of the time the desk is staffed by a reference assistant or by students.

Hours

Monday - Thursday	8 a.m. - 11:30 p.m.
Friday	8 a.m. - 8 p.m.
Saturday	9 a.m. - 8 p.m.
Sunday	1 p.m. - 11:30 p.m.

These hours change during the summer and holidays. Call 370-2492 to check on the schedule.

Fees
There are no fees. Photocopy machines are available in the library at the cost of 10 cents per page.

Location
Kresge Library building.

PLACEMENT AND CAREER SERVICES

Eligible Clients
These services are available only to Oakland University students and alumni. However, staff members are available to community groups and organizations for consultation on career-related issues.

Placement
Individual placement counseling and career information are available to all juniors, seniors, graduate students and alumni. Additional assistance is available to advanced students who are seeking career-related, part-time and seasonal work experience. Staff members conduct special seminars to assist all students in developing job search skills. Frequent job fairs and career information programs are also sponsored by this office. Other placement services include opportunities for graduating students and alumni to interview with employer representatives on campus, maintenance and referral of credential files for graduates and the publication of a biweekly jobs bulletin. Additionally, the department maintains an extensive library for the display and dissemination of employers' literature; videocassettes; job postings; career information; job search information; graduate/professional school testing applications; and career-related publications and magazines.

Co-op Education Program
In addition to its placement services, this office coordinates the Cooperative Education (work experience) program for majors in the College of Arts and Sciences, the School of Business Administration and the School of Engineering and Computer Science.

OU Internship Program
Placement and Career Services also organizes and directs the Oakland University Student Internship Program to provide paid internships in government agencies.

Appointments
Students and alumni can sign up for appointments by stopping at the office or by calling 370-3250. An intake counselor is available on Monday-Thursday afternoons, 1:15 to 4:30 p.m., to answer questions on a walk-in (or call-in) basis.

Hours

Monday - Friday	8 a.m. - 5 p.m.
Wednesday evening	5 p.m. - 6:30 p.m. (September - April)

The office is closed between noon and 1 p.m. These hours change at holiday time. Call 370-3250 to check on the schedule.

Fees
There are no fees charged for services with the exception of minimal fees for sending credentials and subscription to the "Job Post."

Location
Placement and Career Services is located in Room 275 Vandenberg Hall (West).

PRACTICUM COUNSELING CENTER

Eligible Clients
The Practicum Counseling Center (PCC) offers personal counseling services to both Oakland University students and members of the surrounding communities.

Services
Professional counseling services are available for a variety of issues such as: time management, test anxiety, depression, adjustment disorders, mid-life transition, grief, career search, separation from parents, low self-esteem, anxiety and many other topics. Individuals are matched with counselors who will work with them for one (50 minute) counseling session per week for approximately five to 10 weeks. The PCC is an instructional center for graduate students in their final training as counselors. Consequently, sessions are videotaped for the purpose of supervision by the counselor's professor. ALL TAPES ARE HELD IN STRICT CONFIDENCE AND ARE COMPLETELY ERASED AT THE END OF EACH SEMESTER. Clients sign a release form for video-taping at the first counseling session.

Appointments
Phone for an appointment at 370-4175 or 370-4176.

Hours
The Practicum Counseling Center is open most weekdays from 9 a.m. - 9 p.m. to accommodate clients' schedules. Because it operates on an academic calendar year, appointments are only available fall (September - December) and winter (January - April) semesters.

Fees
There are no fees charged for services.

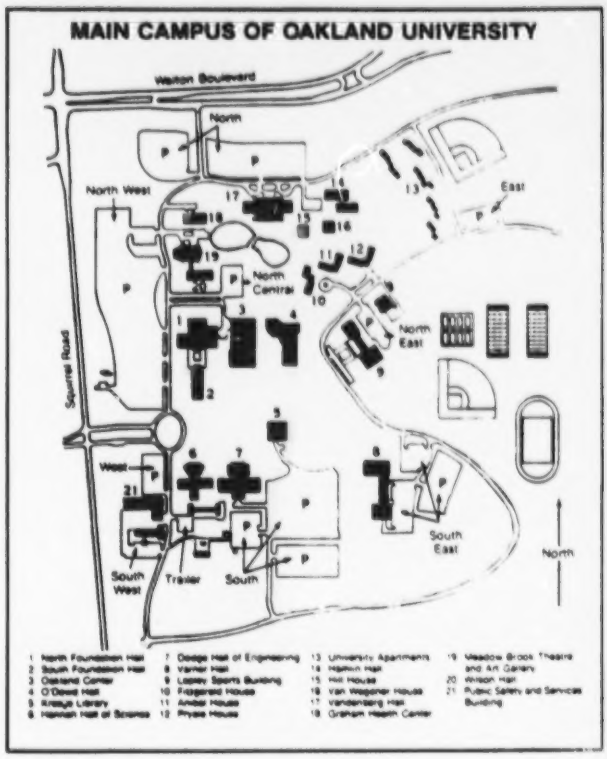
Location
The center is located in the lower level of O'Dowd Hall. The office is in 132 O'Dowd Hall.

ACADEMIC DEPARTMENTS

Individual departments often offer students a good source of information on careers associated with their majors. Each department has an individual who serves as chief adviser. Generally, this person or his/her designated associate focuses on academic advising, but students may find that such advisers serve as a source of informtion on career training and employment opportunities. This is particularly true in instances where advanced training is involved.

In some instances, departments maintain information on careers directly related to their specific major. Students may contact those departments in which they have a particular interest in order to identify an adviser or simply to discuss options.

To locate a particular department, please call the university's general information number, 370-2100.



Oakland University is an equal opportunity and affirmative action institution.

Oakland UNIVERSITY
Rochester, Michigan